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ABSTRACT

This curriculum was designed to help teachers to prepare youth for employment. It is targeted for youth who are not academically oriented, have a low reading level, and are easily distracted, but it is intended to be flexible enough to challenge academically advanced youth as well. This curriculum was developed to serve as a teacher's manual, a resource book, and a collection of written classroom activities (student workbook). The media section and bibliography serve as resources as does much of the information contained in the lessons. Many lessons are accompanied by student work sheets that can be reproduced. The curriculum is intended to be taught in a group-pace model. The curriculum consists of 10 units, each containing an average of five or six 45-minute lessons, and the course is designed to be taught during a 10-12 week school term. The units cover the following topics: introduction, targeted choice, the job search, communication, applications, the interview, decision making, the new worker, human relations on the job, and looking ahead. Lessons contains an overview, purpose, notes, learning activities, and resources. Extensive lists of media are included in the curriculum. (KC)

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PREPARATION FOR EMPLOYMENT

CURRICULUM

TEACHER'S MANUAL

DEVELOPED BY THE NEW YORK STATE DIVISION FOR YOUTH
UNDER A GRANT FUNDED BY THE
NEW YORK STATE DEPARTMENT OF LABOR,
CETA OPERATIONS DIVISION

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PREPARATION FOR EMPLOYMENT CURRICULUM

TABLE OF CONTENTS

Foreword iii

Acknowledgements vii

Introduction 1

Teaching Tips 14

Media Introduction 37

Bibliography 62

Curriculum Content:

Unit 1 - Introduction 1-0-1

Unit 2 - Targeted Choice 2-0-1

Unit 3 - The Job Search 3-0-1

Unit 4 - Communication 4-0-1

Unit 5 - Applications 5-0-1

Unit 6 - The Interview 6-0-1

Unit 7 - Decision Making 7-0-1

Unit 8 - The New Worker 8-0-1

Unit 9 - Human Relations On The Job . . . 9-0-1

Unit 10 - Looking Ahead 10-0-1

FOREWORD

The Division for Youth is New York State's lead agency responsible for delinquency prevention and rehabilitative services to youths involved in the juvenile justice system or who are at risk of juvenile justice involvement and as such, has been active in the youth employment and training field over the past decade.[1]

Particularly, since 1977, the Division has been successful in increasing its employment and training programs for youth, and in undertaking new initiatives in both residential rehabilitation and community-based programs. In addition, it also has taken the initiative in sharing its approaches with other States and in contributing to national policy on youth unemployment. Included in the Division's efforts have been testimonies before Vice President Walter Mondale's Task Force, Congressman Augustus Hawkin's Hearings on Youth Unemployment and the National Commission on Employment Policy.

Division for Youth clients may, without risk of overstatement, be described as products of environments placing them at a most serious disadvantage in the labor market. Besides being young, and hence, part of the population with more than triple the unemployment rates of other groups, Division clients suffer from several other impediments further limiting their ability to obtain and maintain employment. They are largely non-white, with 43.6 percent Black and 11.6 percent Hispanic, reside in inner-city settings where job opportunities are rapidly diminishing and job information is meager, lacking in employability skills, basic work and life skills, having a history of failure and low self esteem, with more than 81 percent over two years behind age-appropriate grade level in academic achievement.

Furthermore, these youngsters have been involved in the Juvenile Justice System, marking them with the stigma of being ex-offenders. Many come from low income families which frequently means that they have had little exposure to a parent who works or to a life perception that includes work as a part of everyday existence. They are frequently unfamiliar with the basic rules and mores of the work world. These are young people most apt to experience the frustration of consistent rejection in the market place. This when combined with their other societal and possible emotional difficulties, may well result in these youth discontinuing job-search activities. The most critical consequence of this action is the increased likelihood of further involvement in delinquent behavior. This often results from these youth resigning themselves to a place in the family pattern of menial employment, recurring unemployment and frustration, while feeling impelled to seek status and self-esteem as well as money, through delinquent activities.

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[1] Although the material in this document was developed for Division youth, it is comprehensive and broad. The curriculum has the ability to be easily adopted to all youth.

Given the cyclical relationship between persistent unemployment and criminal activity, it follows that gainful employment should intervene in, and break the cycle. Promoting employability and employment, then, has emerged as a vital treatment variable in the rehabilitation of delinquent youth, and a valuable tool in delinquency prevention efforts.

Of the employment program components traditionally feartured in past efforts with this population, (i.e., job-readiness, work samples, work experience, occupational/vocational training, job development, and placement), job readiness training has been perhaps both the most significant and the least researched and developed.

Although, a review of current literature pertaining to youth employment programs clearly revealed that while there is no lack of pre-packaged job preparation programs, none appeared to be at once comprehensive and aimed at the particular problems of delinquent youth. Many of these programs were oriented towards white, middle class youth and/or youth who do well in school. Consequently, in January of 1979, not finding suitable job preparation curriculums to utilize the Division for Youth submitted to the NYS Department of Labor, CETA Operations Division for funding consideration, the Preparation for Employment Program choosing as its objectives:

1) the construction of a comprehensive curriculum to orient delinquent youth and youth lacking employment skills to the labor market;
2) the establishment of a method of implementing the curriculum that would best serve Division clients; and
3) the application of the developed curriculum and approach to help Division clients enter the labor market which would permit a demonstration of the effectiveness of the curriculum.

During the past two years, a curriculum was developed, revised, field tested, further revised and field tested again. Finally, it was replicated by facility staff in eight diverse facilities and two youth service team locations and finalized. In all, well over 200 youth participated in the field test process ranging in age from 14-17, covering all levels of academic abilities from non-readers to 10th grade reading ability.

Evaluative comments from field staff involved with the replication have been favorable. Positive changes have been noted in the behavior of program participants regarding work and job search acitivies. Participants have shown a heightened interest in the job search process, the world of work, and career exploration. Most significantly, all replicating facilities have found the curriculum to be a valuable addition to their vocational programming with plans to incorporate it into their on-going program.

The curriculum materials were specifically written to address the needs and abilities of Division youngsters, however, it is flexible and adoptive to most youth. A variety of styles were used in the field tests to clarify the most effective approaches. Extensive use is made of handouts which are designed to interest as well as educate students. They are integrated into the lessons and serve to stimulate and/or summarize class discussions. A careful balance is achieved between lecturing, discussions, media, and written work to keep the pace varied and stimulating.

The media were carefully selected from the vast array of commercially available materials to enhance the delivery of the curriculum. These items are specifically designed into the lesson plans to achieve maximum impact. The result is a carefully orchestrated, multi-demensional approach to job readiness instruction.

The program is targeted at the full spectrum of job readiness instruction, but as its title (Preparation for Employment) denotes, it is primarily designed to address job seeking and job keeping skills and information. It is written to be appropriate to varying organizational needs and/or resources.

The lesson plans are written in sufficient detail to assist teaching staff who may not be experienced with classroom instruction, and outlines are offered for instructors needing less detail. While the curriculum material is detailed, it is also flexible to allow it to be adapted to a variety of classroom situations.

The extensive use of media greatly enhances the program's impact but as these may prove to be too costly, alternative suggestions are included which involve no media costs.

The curriculum is designed to be an ever-changing document to keep pace with the demands of the changing world of work and the changing needs of the youth we serve. I would like to encourage you to adapt and modify this curriculum to meet the needs of your situation. There are ample suggestions throughout the curriculum to assist you in this process.

To help others learn from your modifications, the Division for Youth Employment Unit has agreed to function as a clearinghouse for adaptations. Please send in any and all comments, suggestions, additions, or deletions to the Employment Unit staff.

I'm sure you will find this curriculum to be an effective and useful tool in our mutual effort to rehabilitate troubled youths and/or reduce delinquency, crime and recidivism.

Richard A. Desrochers
Youth Employment Programs
Division For Youth
1981

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In researching, developing and testing a curriculum of this magnitude and importance, several capable writers and coordinators played significant roles. We offer special thanks to the project staff:

Beth Lewis, Susan Matzer, Arliss Nygard, who developed, field tested and revised the initial curriculum;

Alan Krieger, Margaret Allen, who conducted further field testing, coordinated field test replication and wrote the final curriculum.

The Division wishes to take this opportunity to identify and express our deepest thanks to those agencies, people or companies who invested their time, energies, shared their experience, expertise, and materials. The following have been of great assistance in our efforts of completing the curriculum in a timely manner:

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NYS Division for Youth Staff for all of their assistance in the varied offices and fields of the Division with every phase of the curriculum and field test, our heart felt thanks.

PREPARATION FOR EMPLOYMENT CURRICULUM

INTRODUCTION

BACKGROUND AND NEED

This curriculum was developed to serve as a teacher's manual, a resource book, and a collection of written classroom activities (student workbook). The Media Section and Bibliography serve as resources, as does much of the information contained in the lessons. Many lessons are accompanied by student work sheets, called handouts, and so this functions as a "copyable" student activities book. The primary purpose of the curriculum is that of a teacher's manual for a comprehensive preparation for employment (job readiness) program designed to service the disadvantaged population described in the Foreword.

As unemployment statistics show, age is a significant barrier to employment for workers who are less than 20 years-old. Much of this is due to labor law restrictions, prejudice, and the ready availability of workers over 21; factors which are beyond the control of the unemployed youngster. A barrier which is within the youths' control is the lack of basic knowledge and skills required of all new workers. These go beyond vocational and job-search skills to include: human relations or socialization skills; personal decision-making skills; and knowledge of the rules, customs, and basic facts of the work world.

This curriculum is designed to address these topics. It is targeted for youth who are not academically oriented, have a low reading level, and are easily distracted. It is flexible enough to challenge academically-advanced youth as well. The curriculum has been field tested and shown to be comprehensive and effective in impacting positively on Division for Youth youngsters in the skills and knowledge areas noted above. The program's title ("Preparation for Employment") and content highlight its primary emphasis - that of preparing youth to successfully enter and remain in the work force.

Career awareness and life skills are two essential adjuncts to this process; career awareness to help youth choose appropriate and satisfying jobs, and life skills to help youth be successful with their personal business so it does not interefere with their work performance. These areas are complex enough to warrant separate curricula, and a full treatment of these topics is beyond the scope of this document. Career awareness is introduced early in the curriculum, but it is not treated in depth. Life skills are not directly addressed in this program, but the bibliography lists some resources to address these issues.

The program is established in a group-pace mode. This has been viewed skeptically by some staff used to self-paced instruction, as a group-paced instruction often presents additional instructional and control problems. The group-pace design is critical to adequately prepare youth for the work world. Workers function in an interactional setting and must relate successfully with, and maintain the pace set for, and often by, the group. Group members interact frequently, providing constant opportunities for interpersonal conflicts. Many youth have limited and/or inappropriate (aggressive) interpersonal relations skills. Gaining exposure to the group process in a classroom environment is one way of preparing youth for this aspect of the work world. Behaviors and conflicts which arise through discussion present a good forum for instruction in, and/or modeling of, successful human relations skills.

Some staff have recommended increased written material to reduce the emphasis on discussion. The discussion style was deliberately chosen for several reasons. Few youth will be involved in jobs where they are primarily involved in writing. Most job tasks will be accomplished in the context of discussion; neither instructions nor results will be written. Written materials were also requested to provide immediate reinforcement for students. Again, the world of work does not often provide an immediate feedback process, so written materials are interspersed with less measurable tasks. The varied, and frequently low, levels of reading and writing abilities of targeted youth further indicated a limit on written materials, as this course was not designed to address development of these skill areas.

In addition, students can gain insight and contribute to the group through discussion to a degree which would not be available in a self-paced mode. Job readiness is an area in which youth can draw from their life experiences and observations, and this input adds greatly to the program's impact. Discussions also allow for peer group feedback on, and reinforcement of, the lesson material which further enhances its impact.

While the benefits of the group-pace design clearly outweigh the potential problems, it is important that the teacher be aware of these and prepare accordingly. Briefly, these include: a greater opportunity for interpersonal conflicts and "acting-out"; increased disruption of learning due to absences (it is difficult to make up material generated in and taught through a class discussion); and the necessity to enroll somewhat homogeneous groupings according to academic abilities, maturity, and life experiences.

GOALS AND CONTENT AREAS

The Curriculum has four primary goals:

1. To provide youth with basic knowledge of the world of work and available work options; and to give them the information and skills needed to begin making job/career choices;
2. To provide youth with the opportunity for self-exploration (needs, wants, values, strengths, abilities, and interests); and to help them utilize this information in making career/job choices and in job-seeking and job-keeping activities;
3. To provide youth with the knowledge and skills necessary to successfully find a job opening and get hired. Youth will learn job search:
    a. Information - the sales pitch, papers needed, and labor laws;
    b. Resources - employment agencies, want ads, and other job sources;

c. Skills - making contact, completing applications, and participating in interviews;

4. To provide youth with the knowledge and skills necessary to maintain successful employment:

   a. An orientation to the work place,

   b. Communication skills,

   c. Decision-making skills,

   d. Human relations skills on the job.

The first two goals develop the background for the primary focus of the curriculum, which is expressed in the latter two goal statements. The curriculum is divided into ten units: the first two focus on self- and career-awareness; three units address the job search process; four units discuss human relations skills and basic knowledge about the world of work; and the last unit helps the students plan their immediate future as it relates to the work world.

These ten units in the order they are written are:

- Introduction
- Targeted Choice
- The Job Search
- Communication
- Applications
- The Interview
- Decision Making
- The New Worker
- Human Relations on the Job
- Looking Ahead

Each unit contains an average of five or six, 45-minute lessons (Unit 10 is only one lesson), and the course is designed to be taught during a 10-12 week school term. A brief overview of each unit immediately follows. It includes an explanation of the unit's location and the rationale for its inclusion where this may not be self-evident.

1. Introduction - In addition to introducing the course, this unit addresses the issue of why job readiness and career awareness are important. The unit's primary purpose is to orient students to the course in such a way as to have them "buy in" to the validity of the program's goals and content areas on the basis of their needs. Students who understand the purpose of the

course and recognize their need for this information are more likely to benefit from the instruction than youth who are confused about the breadth of the content and/or are resistent to the concept of job readiness instruction.

2. Targeted Choice - This unit focuses primarily on self-awareness and career-awareness issues. Information gained through the self-awareness exercises is used throughout the curriculum, but is primarily used with the career selection and job search processes. Career-awareness is used along with self-awareness to begin the process of career selection (targeted choice). This is addressed early in the program for two reasons:

    a. If students can select a career area they are excited about, this selection can be used to help maintain interest and motivation throughout the course.

    b. Many students are primarily interested in the job search process and are not willing to expend much mental energy in the area of career searching. Presenting this topic early in the course helps students by allowing them to work on what may seem to them to be the "boring section", while they are still "fresh".

    Career selection is an important issue, but it seems to be one for which many youth have little or no interest, particularly typical Division youth aged 14-17. It is presented to make students aware that careers and career choices exist and are important. If students become interested in this at a later date, they will then have a context from which to grow. The discussion is kept somewhat brief to limit frustration or boredom.

3. The Job Search - This provides a comprehensive look at the job search process, stopping short of the application and interviewing steps. It immediately follows the career choice section so as to draw a somewhat abstract discussion into a concrete context which most youth readily understand. This Unit develops the foundation for the job search with the following Units - Communication, Applications, and Interviewing - completing the structure.

4. Communication - Good communication skills are required for a successful job search and interview. They are also a key aspect of successful human relations skills. Communication is referred to throughout the program, but it is introduced here for the following reasons:

   a. Most students view communication skills as a somewhat abstract topic, and felt frustrated when it immediately preceded or followed the Targeted Choice Unit. This was too much seemingly irrelevant information all at once. The Job Search Unit provides a change of pace and a concrete context for the development of this second abstract concept. Job search provides a rationale to the students for the need for good communication skills.

   b. Communication skills are needed for a successful job hunt, and it is therefore helpful to introduce this subject as early as possible.

   c. Students often require a great deal of practice with these skills and later units provide opportunities for this. This allows the Communication Unit to be kept short without losing the opportunity for students to practice these skills.

5. Applications - This picks up on the two prior units, but mainly focuses on its primary task - the accurate completion of applications.

6. The Interview - This unit takes the interviewing process apart and looks at each stage. Students are given ample opportunities to practice each step. Information from self-awareness exercises, the job search lessons, and communication training is reviewed to reinforce the earlier lessons and tie the course together for students who may be feeling somewhat fragmented. This concludes the job search segment.

7. Decision Making - This is another abstract concept for many students, so it was held off until students had experienced additional time with more concrete subject matter. It is introduced here to show students how to make a good job choice when their search is successful and to further set the stage for learning human relations skills (Unit 9) much of which employs decision making. The major orientation of this Unit is that decision making is a process, and students are encouraged to be more conscious of and deliberate with their choosing. Many youth react reflexively to a problem situation, instead of deliberately. Decision making is presented as a method for students to increase their control over their lives.

8. The New Worker - The job search is completed, as is the choice to accept a job offer, and now the "applicant" becomes a "new worker". This unit is basically an orientation to the work place, including work place vocabulary, understanding paychecks and benefits, learning to recognize realistic expectations, and other basic information about entering the world of work.

9. Human Relations on the Job - This is the final job readiness unit. The "new worker" has made it past orientation; and is now at work, interacting with supervisors, co-workers, and customers. Information is drawn from earlier self-awareness, communication, decision-making, and "new worker" lessons. This unit serves as a summary for these four units and builds on these units to develop well-rounded human relations skills.

10. Looking Ahead - The focus returns to preparation for employment. Students have learned many skills and much information. They have moved through a hypothetical job search and beginning worker experience, and are now brought back to the present. They are asked to plan their immediate future in regard to their interaction with the work world: to plot a job search strategy, and/or to plan further career exploration experiences. They are then asked to evaluate the course. This ends the program.

THE CURRICULUM'S ORIENTATION

The curriculum is designed to maintain a logical, interwoven structure. Abstract topics are combined with more concrete areas to demonstrate the need for and relevancy of these subjects. The program is targeted for youth with low academic skills, short attention spans, limited interests, and with a history of disruptive behavior and unsuccessful performance in a school setting. When using this curriculum with more academically skilled or disciplined students, the steady demonstration of relevancy will be less necessary. The curriculum was developed to meet the job readiness needs of primarily low-income youth, who frequently have had no experience with, and limited exposure to, the legal work world. Many of these youngsters have no significant role models who are successfully employed in legal jobs. This is another reason for the basic and step-by-step approach of the material. Again, the pace can be accelerated if the students do not need to proceed slowly.

This curriculum was designed to function with a "typical class" having the following characteristics:

1. Division for Youth youngsters as described in preceding statements,
2. A class size of six to eight,
3. Participants aged 16,
4. Reading at grade levels four to six,
5. Classes meeting five days per week, 45 minutes per day, for 12 weeks,
6. Students having some interest in participating in the work world.

The material is very flexible and can be adapted to a wide range of interest and ability levels. Group size and duration is also very flexible. Any changes from the characteristics described above will require some adaptation of the material - style, pace, and/or training - but will not require any significant revision. The material can be used with non-readers up through high school seniors reading on level, and can be adapted to work with 12 year-olds up to students in their early 20's. The greater the variation from the "typical class", the greater the adaptation required.

The writing style of the curriculum takes an informal, conversational tone. Much of the material is written in dialogue, with some slang words and colloquialisms to reinforce the casual tone. The grammatical structure makes use of informal, vernacular constructions. This tone is encouraged to facilitate a comfortable setting which will maximize students' verbal participation. Despite the extensive use of dialogue and quotation marks, the curriculum is not intended as a script. It is important that the teacher deliver the material in his/her own voice; reading the dialogue as it is written may not sound or feel "natural". The dialogue is used to illustrate how the concepts can be taught, but the actual style must be adapted to each individual teacher and situation.

Student participation is encouraged because this is "real life" material. Students learn more if each youth involves him/herself directly with the material. The curriculum is as much a human relations skills training experience as it is an informational learning experience. Skills training is best accomplished with a combination of informational and "hands-on" learning. Additionally, students can add their relevant life experiences to the discussion, thus personalizing the material, and often making it more clear and more "real" for other students. Values, beliefs, and other aspects of the self are examined and discussed for their relevancy and appropriateness to the work world. Establishing a comfortable, informal setting encourages students to more openly share their values. This is one area that must be personalized to have any significant impact. Discussing values in the abstract is frequently ineffective in promoting learning.

"S/he" and "him/her" are used extensively throughout this curriculum. It may seem cumbersome and awkward, but this style was chosen because youth often have rigid stereotypes of the gender roles found in the work world, and they need to learn that these stereotypes are not accurate. Otherwise, they may be caught "off-guard" by a male receptionist or female supervisor, and act inappropriately, possibly ruining a job opportunity. In addition, some classes may be co-ed and including "she" and "he" will help students of both genders feel included in the conversation. This structure does not have to be used constantly, but should be used regularly.

CURRICULUM ORGANIZATION - HOW TO USE THE CURRICULUM

The curriculum is organized to provide easy access to information. The main content areas are divided into units as previously discussed. Each unit has an overview which states the purpose of the unit and outlines the lessons contained in that unit. The next page discusses one or more of the following: how this unit fits into the overall curriculum, what other units and lessons relate closely to this one, how the teacher may tie this unit into the "real world" (field trips, speakers, etc.), an explanation of the unit's theoretical basis, and any recommended adjustments for specific group compositions (i.e., advanced students, young students, etc.).

Each lesson is organized in a standard format: the first page is a lesson overview outlining the lesson's purpose, the activities, the time sequence, and equipment or materials needed for that lesson. The handouts for that lesson follow the overview, and a detailed lesson plan (narrative and dialogue) follows next. Optional or supplemental materials follow the lesson plan. Each lesson is designed to be 45 minutes long, unless otherwise noted.

Preceding the first unit are introductory sections which include: an orientation to the curriculum's development, content, and structure (this section); a collection of "teaching tips" discussing techniques which are used with this curriculum; an overview and introduction to the media; and a bibliography.

The page numbering system is based upon the modular design of the curriculum, so the page numbers follow the unit and lesson structure. The page numbering system consists of three numbers; the first represents the unit number; the second, the lesson number; and the third, the page number. Thus, page 3-4-2 represents Unit 3, Lesson 4, page 2. Unit material which precedes the first lesson of each unit is treated as lesson "0", e.g., the Unit Overview to Unit 4 is 4-0-1. This numbering system represents the belief that this material will be continuously revised and updated. Therefore, the page numbers don't cross modular units, eliminating the need to repaginate the entire curriculum when one or two lessons are changed. The Introductory sections are numbered as standard page numbers in a text (1, 2, 3, 4, etc.).

The materials and equipment needed to teach this curriculum include: papers and pencils; a folder or notebook for students to organize and save their handouts (a looseleaf notebook is ideal, but expensive; a simple folder will suffice); a flip chart and markers, and/or a chalkboard and chalk; a photo copying machine; and the materials noted in the Media Overview.

The curriculum is a complete, organized document. It is designed in a modular style for maximum flexibility, but each module is linked to the others. It should be read completely to get a feel for the overall approach and content areas it contains. Teaching it in a complete cycle is the only way to fully comprehend its organization and orientation. After completing one cycle, the teacher can adapt it more readily and effectively.

Once a teacher is familiar with the curriculum and the class, most adaptations can be planned in advance to provide a smoother delivery. Lesson Overviews are designed for the teacher who has experience with the program and simply needs an cutline of each lesson and a reminder of needed materials and equipment. The outline is keyed back to the narrative/dialogue that follows. The Overview should be reviewed prior to each class, with the main text serving as a resource. The use of a chalkboard or flip chart, and papers and pencils for students, is assumed for all classes . and is not noted.

The curriculum is modularized for ease of adaptation, but each unit is linked to the others to produce a well integrated program. Teachers should become familiar with the entire package and fully understand the cross-linkages, so they do not become locked into the modules. This could result in a fragmented, disrupted course. Lessons can be freely moved from one unit to another if that would better meet the needs of a particular group. Some cross referencing information is presented in the "Unit Notes" at the start of each unit.

As this is a flexible format designed to meet the needs of a varied and changing population, it must be constantly evaluated, revised, and up-dated. Student feedback as well as instructor observation is critical to this process. Students should be asked to evaluate the course periodically, and a formal evaluation is part of Unit 10. At the end of the course, the students' final evaluative comments can be compared with comments made during the presentation of the course. These can be matched with the teacher's observations to provide a good picture of the effectiveness of the course and areas in need of change. To help promote the evaluation of this curriculum, revisions and evaluative comments should be sent to the Employment Unit, which will organize and distribute recommendations.

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PREPARATION FOR EMPLOYMENT

TEACHING TIPS

This section is designed to orient the teacher to the teaching philosophies and techniques upon which this curriculum is based, and to illustrate specific ways to adapt, modify and supplement the curriculum as needed. It is intended for staff who are experienced in working with youth to be served by the program and who have teaching experience, formal or informal. Its purpose is not to train staff in how "to teach", but in how to use this curriculum for maximal student impact.

This section is divided into five basic sections:

A. An overview of the curriculum's philosophy and approach.
B. How to adapt the curriculum for specific groups of students and/or class settings.
C. An explanation of ten fundamental teaching techniques used in the curriculum.
D. How the teaching techniques can aid in classroom management.
E. Supplements which can enhance the program.

A. AN OVERVIEW OF THE CURRICULUM'S PHILOSOPHY AND APPROACH

The curriculum as noted earlier, is developed on a group paced participatory style. Student input is a key ingredient in the content and success of the curriculum. The lesson plans emphasize brainstorming, discussion, and role plays to maximize student participation. The teaching style is targeted to "meet students half-way", it is casual and informal. For example, students' slang expressions should be accepted, when appropriate, in brainstorming and role plays. The teacher may wish to share the slang of his/her generation to help instill a greater sense of the program's participatory mode.

The broad range of the curriculum materials are designed for flexibility and adaptation. Changes will be required for the specific abilities and needs of each group (reading level; socioeconomic background; age or maturity; ready for employment now or in two years; etc.). The instructor can select the most appropriate information and styles from those offered in the manual.

The program is targeted to address the more subtle points of job seeking and job keeping, including communication and decision making skills, as well as the more straightforward topics, such as applications, interviews, and want ads. It seeks to address the whole picture of the job ready person. The focus of the instruction should be oriented towards the "real world" of the world of work, as the goal is to prepare youth for that environment. The program seeks to expose students to the range of situations they will encounter as they begin to enter the work world. The need for ancillary (human relations) skills is illustrated in the context of the work world environment, and the skills are taught in that context. Self-awareness and career guidance are also presented in this manner. Students are encouraged to accurately assess their strengths and weaknesses as they relate to their participating in the work environment. This includes: the image they project, their actual abilities, the appropriateness of their values and aspirations in the work world, etc. They are assisted with changing those areas with which they are dissatisfied.

When presented as isolated information, many Division youths find these topics to be abstract or dissociated from their frame of reference, so efforts were made to connect these to the context of job seeking and/or job keeping. Students are more interested in learning skills and information when they can see how it connects to something they value (succeeding in the world of work).

Discussions play a large role in the program . Students should be allowed to digress if time allows, as long as the discussion is relevant and appropriate. Many worthwhile discussions can follow from the curriculum, and the course duration can easily be doubled. This is part of the flexible, modular design. Whole units can be deleted, or the order of presentation can be changed. The lesson dialogues are given as examples. The quotation marks are used to denote dialogue, but are not to imply that the instructor should read the curriculum as a script. Some sections may be used this way, but most should be paraphrased into the instructor's personal voice (speaking style).

The table of contents and introductory sections are designed to give the teacher an orientation to the program. Reading the entire curriculum is essential to understanding its structure and design, but only by teaching it, will the instructor fully appreciate how and why it was constructed as it is. After teaching it once in its original format, an instructor will be better able to adapt it to the needs of his/her setting.

B. USING AND ADAPTING THE CURRICULUM MATERIALS

The curriculum is designed as a step-by-step lesson plan for teachers with limited experience in the classroom or with this type of material and/or approach. There are optional exercises offered in many lessons to help the teacher modify the approach for each specific group. It may take some time until an understanding is developed as to what approach is most effective with each group. The more experienced teacher can skim through the step-by-step detail, and pick and choose among the exercises offered.

Timing is one factor which is going to fluctuate considerably. Not all programs will be scheduled in 45-minute sequences, and groups will move at varied paces. These concerns are noted in many lessons, particularly those which are more likely to run short or long. Efforts were made to have each lesson contain a logical beginning and end, and to generally be timed at 45 minutes for the "average" group (established as a group of 6-8 students, aged 16, reading at the sixth grade level, with a moderate amount of participation).

Some lessons are loaded with optional exercises; others have none. Most lessons can be completed the following day if time runs out, or the following lesson can be introduced early if a lesson runs short. Media pieces (with one noted exception) should be completed in one lesson with sufficient time for discussion; and Fridays should end with some closure for the weekend. Otherwise, one need not strictly adhere to lesson segments.

Each group will develop patterns which will help estimate timing. Some groups will have no questions at "Question and Answer" portions of the lesson; some will move quickly through role plays and discussions, others will go on for hours if allowed. Some teachers will choose to utilize most optional exercises, others will choose to follow tangents that students suggest. Still others will maintain a fast pace, focusing on key points and moving on. These choices and timing estimates must be based on:

1. Each situation - the amount of time available for the completion of the course.
2. The needs and orientation of the individual students and of the group as a whole (these often do not match).
3. The needs and orientation of the instructor and/or sponsoring agency.

The teacher must be prepared to shift the pace from time to time, as the three factors noted above will occasionally change. Thus, s/he must be prepared to allow a lesson to run over and be completed the next day, or to begin the next lesson or introduce additional activities if the current lesson ends prematurely. Rushing a lesson or having time with nothing to do, can lead to frustration for the students (and the teacher).

Just as the curriculum's style must be tailored to each group, so must the instructor's approach. Advanced students may enjoy a detailed look at complex issues, but will want to move quickly through basic skills with which they are familiar. Students with prior exposure to this material, or with experience in the work world may need a fast pace. Students who are not academically oriented, abstract thinkers will need a brief look at abstract concepts, but will want to move more slowly through basic, concrete skill areas. The determination of what is abstract and what is concrete will vary somewhat, but Units 1, 2, 4, and 7 are generally experienced by students as more abstract than Units 3, 5, 6, 8, 9, and 10. The way each of these are presented can affect how the students view them. Maintaining a proper pace is difficult, especially with heterogeneous grouping, but it is essential to the program's success. Students give frequent cues as to their feelings about the pace, and the instructor must be prepared to adapt the pace as needed.

When a lesson runs short and beginning the next lesson does not seem appropriate, there are many constructive alternatives. These include:

1. Asking students for feedback about the course.
2. Asking students to give each other feedback regarding their behavior as "employees" (with the instructor participating as well).
3. Summarizing the course to date, to put the more abstract concepts already covered into a more concrete perspective.
4. Summarizing the course to date and reviewing the topics still to be discussed.
5. Reviewing the material covered, question and answer style, to check on learning and retention, or allowing students to ask questions regarding topics which are still unclear.
6. Adding a supplementary exercise, such as a role play, to review material covered.
7. Allow students a reading break, provide career or work world reading materials (brochures, booklets, reference books, etc.).
8. Provide a quiet time as a break from the teaching process.

The other major adaptation needed besides timing or pace is style. Most youth who participated in the field tests found lecturing the least interesting style and role plays or media most interesting. Lessons which emphasize information giving often contain a great deal of lecturing. If this is difficult for the students, illustrative role plays can be inserted, or the format could be changed to a discussion/question and answer format.

The style of presentation can also be targeted to meet the needs and interests of each particular group. Role plays can be geared to concrete, simple, real-life situations for non-analytically oriented youth, or to present more abstract concepts for students with those abilities and interests. The same media piece can be introduced in different ways to target each specific group's orientation. Some groups won't like role plays; others won't like written work; while still others will request more written exercises. Obviously, it is impossible to please all members of a group all the time; and even if it were possible, it would be counter-productive, as one objective of the course is to assist students in successfully coping with frustrating situations. The point here is to keep a limit on the frustration and to anticipate which lessons are likely to be most difficult or least interesting to the students, so adjustments can be made.

Two of the most difficult types of students to work with in this type of program are younger students for whom the world of work is more distant (fantasy more than reality), and limited or non-readers. A homogeneous group of non-readers does not present a significant problem. Most handouts including Unit Review Questions, can be read to stimulate discussion. Limited readers are generally willing to struggle through some written materials if the pace is slow. Completing applications and reading want ads are the only critical written materials, and these should be addressed whenever possible.

Handouts are designed to vary the lecture and discussion format, and to provide students with a sense of accomplishment and closure. With non-readers, these objectives can be accomplished by designing active exercises related to the topic areas such as role plays, contests, charaders, or other games. Transforming handouts into a teacher-led activity puts an added strain on the instructor, as the teaching break offered while students complete the written work is eliminated (for the instructor and students alike). The teacher's active role is increased and this added pressure should be taken into account.

A heterogeneous grouping by reading levels presents a greater problem. This can be handled in several ways. Low readers can be given the handouts in advance; this is especially effective if students are in a remedial reading class and the handouts are first received in that class. This occasionally gives the low readers an edge over the better readers, which is a nice change. Another solution is to have a youth with good reading skills and patience pair up with a youth with limited reading abilities to help with the written work. This pairing must be monitored for frustration by either partner. Finally, just as with a homogeneous group, written work can be reduced.

A younger class presents problems whether or not they are homogeneously grouped. Age is less of a factor than maturity, particularly as relates to the world of work. (One field-test instructor used the term "career maturity" to express this.) Students must be motivated to participate in the work world if this course is to have much impact. If this is not the case the course should be taught fairly quickly as an introduction to the world of work, more than as a preparation for it. Those areas in which the students seem genuinely interested should be explored in greater depth. Setting lofty expectations for a "career immature group" may lead to disruptions and limited learning.

A heterogeneous grouping may work out well if the more mature students set good role models, and if the teacher can control the disruptions of the less mature youth. The fantasy world of immature youth ("I'm qualified for every job", "I'll just punch the boss out", "I have three years experience as a mechanic", a non-reader who plans to be a lawyer, etc.) can be very annoying to youths who are seriously interested in the course. The faster pace set by mature youth who are ready to accept the basic givens of the work world (begin at minimum wage, follow directions, obey the rules) and know something about it (the rules, the difficulty of finding a job, what a realistic wage is) can cause frustration in younger, less experienced, and less mature youth. A strong and skilled teacher is needed to facilitate a group with varied "career-maturity" levels, and students with significant behavior problems should not be enrolled in such a mixed grouping.

Other categories of students for whom adjustments must be made include: advanced or experienced students, "wise guys" (or "know-it-alls"), in-facility youth with a long sentence, and community youth. Advanced or experienced students may need more challenge than some of the lessons offer. For these students, theoretical presentations, background information, and optional written work can be expanded to enrich the course.

"Know-it-alls" will need a different sort of challenge; something to knock the chip off their shoulder. A pre-test or sample, "real" application corrected in red to show their mistakes may help. Another possibility is to bring in a "real" employer to give students an application and a personal interview and then to give the students honest feedback. Emphasize to the employer the youth's need for a dose of reality, to be fair, but straight. (Normally outside employers who come in should be asked to be somewhat supportive and constructive with their feedback).

Youths who will be in a facility for a long time may not be interested in the world of work, as this may seem far away. The curriculum materials can be introduced via vocational shops, English or Social Students classes, or as part of an on-grounds work program. These students can move more slowly through curriculum. It can be modularized and sections taught as: 1) an orientation to the facility (values, human relations, rules and expectations); 2) choosing a vocational shop or school goals (career awareness); and 3) preparing for release(job finding and keeping skills).

Community based youth often feel the world of work breathing down their necks and may not be willing to sit through weeks of instruction before applying for a job. They may best benefit from a shortened course focusing on the "nuts and bolts" sections about job seeking and keeping skills. They should be encouraged to enroll in a career awareness course when they are ready to think about their long-term future. They should also be encouraged to attend a follow-up group (see Unit 10) which can function as a support group while they seek employment, and a problem-solving group as they encounter difficulties at work. Human relations skills and other "theoretical" issues could be addressed in this group.

This course can be integrated into a student's academic as well as vocational program, especially for community-based students. Completion of the program can be a pre-requisite for job placement assistance. Enrolling in a high school or GED program may be established as a pre-requisite to this course for youth lacking a high school diploma. This course can be designed to lead into a job finders club where youth take the major responsibility to help themselves and their peers successfully obtain employment.

For students with reading or math problems, sections of the course can be shared with reading or math teachers to give them a "real-life" context from which to teach the required academic skill. These teachers can also assist with explaining work world facts, rules, and customs while teaching the academic skill (e.g., math skills: paycheck, overtime, and taxes). Students should be consulted before those arrangements are made so they don't feel taken advantage of, overloaded, or punished by this attempt to help them. If it is explained in advance and students accept the fact of their limited skill, they usually appreciate this remedial assistance.

The curriculum presents a flexible, highly adaptive program and teachers are encouraged to modify it as needed for their particular situation.

C. TEACHING TECHNIQUES

1. Role Plays

A "Role Play" is a short, "real life" scenario, where students act as specific characters in a specific situation. Role plays are used to demonstrate and/or practice human relation skills. Role playing is used throughout the curriculum to increase student participation and to illustrate the skills being taught. It also allows students the opportunity to practice those skills, and to refine them by receiving feedback.

Situations should be planned before class and should be fairly specific. The number of characters and their roles should be clearly defined. Time limits should be stated in advance as should the number of role plays to be done that day. (Will all students get a turn, or just one demonstration role play?) Role plays tend to raise energy levels, and this should be taken into account in deciding when in the lesson to introduce them. A young excitable group should do them at the end of class; a quiet or older group may use them as a lead-in to discussion. The teacher may decide to make participation in role plays optional, but all learners should be encouraged to participate on some level. They can play a minor role, (e.g., the receptionist in an interviewing role play), or they can role play from their seat (e.g., interviewing - ask them to answer interviewing questions from their seat; ask them how they would greet the receptionist and the interviewer, etc.).

Specific rules or guidelines should be established for role playing. Physical violence, cursing, or damaging property should of course be forbidden. The teacher should have a director's prerogative to "cut" at any point. Role playing students should not be allowed to get out of control. The feedback following a role play should also have a structured format:

a. The "actors" should always debrief first, especially if the role play was designed for them to demonstrate a new skill (eg. interviewing). They should first state what they did well. It is frequently difficult for many youths to be specific about this.
b. The observers (including the teacher) should then add their positive comments.
c. Then the actor should say what s/he felt were uncomfortable or weak points, mistakes, or areas needing improvement.
d. The observers should then add their observations regarding areas needing improvement (the teacher should be sure to help students phrase these as constructively as possible.)

e. Finally, the actor should be given an opportunity to summarize by saying what she/he would do differently the next time.

For role plays used to illustrate or demonstrate a curriculum topic (e.g., some of the assertive communications role plays) the feedback need not be so structured, but in role plays where the "actor" is on the spot, the above feedback structure is very helpful. In addition to enhancing clarity and understanding of feedback, it provides a feeling of safety for youth who may otherwise be too frightened to participate.

2. Brainstorming

Brainstorming is a technique whereby a group of people (in this case, students) generate as many answers to a question as possible. This list is recorded and then examined, critiqued, and edited, to achieve the most complete and accurate answer to the question. Brainstorming is used extensively in the curriculum as it is a way to have students participate in the lesson in a spontaneous, fairly unstructured manner. It is a more "high energy" form of question and answer discussions, and gives students a feeling of ownership in the material being discussed (it represents their ideas).

The goal of the brainstorm should be clearly stated and be understood by the students, i.e. whether it is a definition, list of examples, solutions to a problem, etc. that is being brainstormed. As students respond, all answers should be listed on a flip chart or blackboard. They may be listed randomly on the board, in columns, or in categories. This choice is based on how they will be used in the discussion which follows. Responses should be recorded quickly to keep the pace of the brainstorming fast.

When all responses have been recorded, then it is time to examine, critique, and edit the list. Synonyms should be identified as such, and all but one crossed out. Incorrect responses (or unrealistic or impractical solutions to problems) should be identified, the reasons for this determination explained, and these too should be crossed off. This critiquing is held off until the end, to maximize student participation. If students see that all their responses are accepted (at least initially), they will be more willing to contribute. For this reason, editing should be anonymous, i.e., saying: "the suggestion to punch out the boss is not a good one because..." is an anonymous critique; saying: "John's suggestion to 'punch out the boss'..." is likely to reduce John's participation in later brainstorming exercises.

If the brainstorming is done with a passive class, writing the responses randomly on the page and encouraging "way out" responses, may help loosen up the class and increase participation. A more verbal class may be asked to limit the range of responses. In some situations, it may be more instructive to edit and critique as the brainstorming proceeds. For instance, when a definition is being developed, it may be more helpful to comment on responses in a way to guide students to the correct definition. This must be determined individually, but some brainstorming exercises should be allowed to run the gamut of responses. Along with "loosening up" the class, this can "limber up" their thinking and/or fantasizing processes. These processes are often limited in youth who are not performing well academically.

If one or more students have good writing skills they may be used as recorders to emphasize student participation. If as the brainstorming progresses, it is obvious that the students are not heading where the teacher intended, the process should be interrupted, and the goal more clearly defined. Often times, the curriculum calls for the brainstormed information to be further discussed at a later time. This is the primary advantage of using a flip chart and markers. If a teacher is teaching this material to several different classes each day, a list brainstormed in one class may be used in other classes to save time and paper. When this is done, the task of brainstorming each "master list" should be given to different classes so they all gain some of the benefits of brainstorming.

Brainstorming can be overused. Students will feel resentful about this process if it seems to them that it is being used to save the teacher from having to think and prepare lessons. The amount of brainstorming, as with all teaching techniques, must be paced to best meet the needs of each individual class.

3. Questions and Answer Discussions

This is used in the curriculum to reduce lecturing and to provide a way for students to learn from the experiences of other students. "Question and answer discussions" consist of questions designed: to provoke responses from students which will provide the information needed to "teach" the lesson's topic; or to cause students to think and visualize a situation or problem is a new and different way to promote learning. For example, in Unit 7, Decision Making, students are asked to define a problem from the following statement: "You don't like your boss." They generally respond: "He's a jerk", or "I don't like him". They are asked again: "So what's the problem" in the hope that they will see that the impact of their not liking the boss, i.e., "I will quit or get fired", is the heart of the problem.

The responses to the question are used to generate a discussion with maximum student participation and input. The discussion can be directed and structured by the teacher, or can be somewhat free form and meandering. The latter style often results in a high degree of interest and retention, and is most appropriate for discussions concerning values, beliefs or opinions. These discussions must be monitored by the teacher, as they can also become a waste of time and a distraction. If this is the case, the teacher should attempt to redirect or "steer" the discussion, rather than terminating it abruptly. Structured discussions have the obvious advantages of being sure the appropriate material is covered in a timely and orderly manner, but they can inhibit student participation and contributions.

"Question and answer discussions" is not what is meant by the term "Questions and Answers". This term appears at the end of nearly every lesson and is used to denote an opportunity for students to clear up any questions or confusion they have concerning the material being discussed. Teachers are encouraged to periodically ask students whether they have any questions and take the time needed to answer them. Questions which are irrelevant to the curriculum or those which will be addressed by later lessons should be identified as such, but should also be answered briefly.

4. Unit "Review Questions"

This title was deliberately chosen to reduce students' fear and suspicion of tests. They can be used and scored as tests if that is required by the sponsoring institution. In any case, they serve three other purposes: 1) to give the teacher feedback regarding how well the unit's material has been learned; and 2) to help the students measure how well they have learned the material; and 3) to provide a structure around which to review, as needed, the information presented in the unit.

Some units have very short review question exercises, while others are quite long. Each should be examined in advance to insure that a sufficient time is allotted for completion in the final lesson of each unit. If they are not going to be graded, this should be clearly explained to the students, as should the purpose for which they are going to be used.

5. Handouts (Student Work Sheets)

These are included in many lessons as written exercises for students to complete. Some handouts provide a means for students to organize facts about themselves and to apply this information to the world of work (see Units 2 and 3). Some serve to stimulate discussion, while others serve as a summary or review. Many are exercises designed to illustrate a lecture or discussion topic and to help students more fully understand the information by working with it.

Some students respond well to written work and request additional assignments. For these students, the written work serves as a concrete statement of what they have done or learned in class. Other students find written work frustrating, and by not taking the exercises seriously, render them meaningless. Handouts should be used at the teacher's discretion. Much of the handout material can also be taught through lecture or discussion.

Encourage students to save the handouts. Some are referred to in later units, and others will be useful as reminders after the student completes the course. A small looseleaf notebook works well, but is expensive. A simple file folder can be used to collect and organize handouts.

6. Homework

Whether or not homework is assigned depends upon the particular classroom situation. The major advantages of homework are that: it allows the class to move at a faster pace by helping students prepare for the class in advance and/or review the material after class; and it helps students who miss a class to make up material taught in that class. The disadvantages are: generally students don't like to do homework, and it makes more work for the teacher.

The handouts found in the curriculum may be used as homework assignments. Career research also lends itself well to homework as do field research assignments (visiting job search resource agencies - see Unit 3, visiting labor union offices, talking to employers and employees, etc.). Optional assignments can be offered as enrichment experiences for interested youth.

7. Icebreakers

Icebreakers are exercises to help a group get started in a relaxed, informal manner. They are structured participation exercises in which everyone participates equally, so all group members feel included in the group process. They are most effective when the class is arranged in a circle, or semi-circle.

They are most useful in situations where students do not know each other or the teacher. They are not found in the curriculum after the first lesson, as this curriculum was designed primarily for DFY facilities; however, they can be easily included. Icebreakers at the start of a lesson help set the informal, participatory tone upon which the curriculum is based. They are also useful to break up a long lesson for those institutions which will schedule this course for two- or three-hour classes. Icebreakers also help set the stage for better brainstorming and role-playing exercises.

Some examples of icebreakers are listed below. This is by no means an exhaustive list. Icebreakers should be designed to meet the passive/active, abstract/concrete, and familiarity/distance needs of the group. Where possible, they should be keyed to the topic being discussed; e.g., "have everyone state one job they have done" can be used with the lesson concerning prior job experience.

The following is a sample exercise:

- Have all students answer the following questions (if students don't know each other, they should say their name and then answer the question): My favorite sport (television show, actor, color, time of day, etc.), is ________.

This exercise provides a simple question which all participants can easily and equally answer. Questions should not be difficult, complicated, or too personal, but the answers can be somewhat involved, as the following questions show:

- If you had one million dollars, what would you do?
- If you only had three days to live, what would you do?
- If you had one million dollars and only three days to live, what would you do?
- If you were going to be dropped on a deserted, tropical island and could only bring one thing with you, what would you bring?

Other icebreaker questions include:

- What was the first job you had?

- If how you felt was the weather today, what would the weather report be (sunny, gloomy, gray, raining, storming, etc.)?
- The worst thing that happened yesterday was ________.
- A famous person who I would like to be is ________.
- A famous person I would not like to be is ________.
- My favorite song is ________.
- If I could go backwards in time, I'd go to ________.
- A tough decision I had to make was ________.
- A good decision I made was ________.
- The person to whom I have the hardest time talking is ______.
- The person with whom I most like to talk is ________.
- An adult who knows I'm a good worker is ________.

Icebreakers can also be done in pairs, to help students get to know each other a little better. These generally start with a direction such as: "Turn to the student on your left (right)", or "Pick a partner", and: "Tell him/her about:

- an activity that you most like to do.
- a funny (sad) thing that happened to you.
- what makes you happy (angry).
- the first boss you ever had (include odd jobs or volunteer work).

Then reverse roles." (The listener becomes the speaker.)

Zany brainstorms can serve as icebreakers. They should be held to less than five minutes. For example, brainstorm:

- all the uses of a pencil,
- how to improve a bicycle,
- how to let someone know you care about them (long-distance),
- new tools for a wood shop,
- transportation methods of the future.

8. Lecture

The curriculum presents a great deal of information which can be taught by lecturing. In general, this curriculum is most effective when lecturing can be minimized and replaced with discussion, role plays or other techniques which more actively involve the students. If you opt for concentrated lecturing, the more dynamic and entertaining you are as an instructor, the more effective the teaching will be.

9. Media

Media is used extensively throughout the curriculum. Media presentations provide a change of pace for the class and a rest for the teacher. They are useful in demonstrating the "real life" application of the subject being taught, and can serve as an introduction to, or summary of, the topic. An entire section of this curriculum Introduction is devoted to media. It follows the completion of this "Teaching Tips" section.

D. THE CURRICULUM AND CLASSROOM MANAGEMENT

This section is not going to address basic classroom management issues or techniques, but it will show how the curriculum can be structured and directed to impact upon the behavior of the class. These understandings may assist the teacher in using the curriculum to control or direct the students' behavior.

The first unit offers the option of establishing the class along the lines of a job. Students are given a job title (Preparation for Employment Trainees) and a job description, and are asked to sign a contract. This establishes the class on a somewhat unique level, and may raise students' interests. It also allows the teacher to claim some of the prerogatives of "the boss" and give students some of the benefits of being a worker (breaks, hands-on experiences). This uniqueness continues through the first unit as students are asked to help define and explain the need for the course and its contents. While they are not offered the opportunity to redesign or redefine the program, they are given a demonstration of the participatory nature of the course. They have influence and impact as long as they stay within prescribed bounds.

In addition to the participatory emphasis is the emphasis on activity to help provide experiential learning and a change from the rigors of didactic instruction. Role playing and occasional activities requiring movement around the room provide vehicles for this approach. They can take the edge off boredom or frustration and so promote increased attention. They can also lead to control problems, particularly if the students are young. However, they can be easily modified, limited, or eliminated if necessary. Role plays can be changed to question and answer discussions involving hypothetical situations, and the values barometer (moving around the room to show how you feel about a statement) can be changed to standing up in place or raising hands.

The curriculum provides for a variety of teaching styles. A varied approach generally produces the maximum levels of student attention and interest, but instructors should choose a range of techniques with which they are comfortable.

Paper-and-pencil exercises can act to calm a "hyper" group, and can provide a focusing experience for students who have lost the thrust of the lesson or are confused by abstract concepts. Too much written work can lead to frustration or boredom. Each group has its own orientation.

Brainstorming can often enliven a dull discussion and draw the entire class into active participation. Students feel an ownership of the discussion (those are their ideas on the board) and often take a more active role for the remainder of the discussion. Overused, brainstorming can quickly lose its spark.

Returning to the focus of the "work world" orientation of the course can be helpful. Students' behavior can be pointed out as inappropriate for a worker. They could be told that a supervisor could fire someone for behaving as they are. (Their response that this is not really a job - they are not getting paid - can be deflected by stating that this is a class to help them learn how to behave at work. If they cannot behave appropriately here, they probably will not do well on a job). If this course is a part of an overall employment/vocational program, a student's successful behavior could be established as a pre-requisite to beginning a job or an advanced shop course. Students must prove they can behave appropriately as workers by doing so in this class.

F. SUPPLEMENTAL TEACHING TIPS: TRICKS, TRIPS, THEMES

To further enhance the interest level of the students, many "tricks" are available:

Including a discussion of significant current events or popular movies or television shows which have some relevancy to a curriculum topic is one way to increase interest, and often, understanding. Some examples for the subject of labor unions are: the air traffic controllers strike, a recent local strike, the movie "Norma Rae", or news about Solidarity in Poland. A career discussion can utilize characters from popular television shows; and news about the federal or state budget can be applied to CETA and other job assistance resources; and so on.

Bringing in "real props": real applications from well-known businesses, a real employer to discuss interviewing or what a supervisor expects from a worker, someone from an employment agency to present the lesson on that subject, a young worker who has recently begun working, etc. Going out to visit the "real" world also stimulates interest: a visit to the Job Service, or a factory, provides an opportunity to see these lessons come to life. Some good field trips could also include a visit to: a personnel office, a community-based employment assistance program, a Job Corps Center, or a technical school.

Planning games as part of some lessons also helps vary the approach and maintain interest. Role plays, contests, charades, speeches, and a trick test are all part of the curriculum. As often as it is appropriate, another game can be added. A "musical chairs" format and a "team interdependency role play" format are described at the end of this section as examples. An on-going TV talk show or news show format can also be used at various intervals as a fun way to summarize, review, or explain curriculum topics.

Developing a parallel or metaphorical theme to run through one or more units can help provide continuity and a more familiar frame of reference. The Interviewing Unit has a built-in sports theme which helps provide the students with a structure upon which they can organize the unit's material. The Unit emphasizes the interviewing process and the sports theme picks up that process - the need to prepare and practice before you can compete; and during the event, the need to build a foundation to score the knock-out (or touch-down, etc.). Appropriate "tricks" can enhance the students' learning, retention, and enjoyment (these can make the course more fun for the teacher as well). These exercises stimulate interest and enhance the flow of valuable and relevant information without sacrificing the quality of the instruction.

Musical Chairs Games:

The basic format involves arranging chairs in a circle, with one less chair than there are students. One student stands in the center while the others are seated. Job titles are listed, and pairs of students each choose the same title (ten students would have five titles to choose from). The student who is standing does not choose a title. (An odd number of seated students would have one "pair" of three students.) The standing student calls out a job title and the pair of seated students switch places. The standing student tries to get into one of the seats first. The standing student can also call out "unemployment", in which case all pairs must switch places simultaneously. If the "standing student" gets to a chair, s/he takes on the title of the student s/he replaced, and the other student is now the "standing student". The major drawback of this game is that it can easily get out of hand and someone could get hurt. Teachers must be very sure of their students' control before using this game.

The above version is called "Unemployment". Other versions include: "Tools" - pairs select the name of a tool; "Communication" - pairs select a communication word (sender, receiver, passive, assertive, who, what, when, etc. - see Unit 4); "Decisions" - pairs select decision-making terms (see Unit 7); "Job Search" (see Unit 3); "Colors"; "Days of the Week"; etc.

Team Interdependency Role Plays:

Have students pretend to perform a task which requires a joint effort. The task could be as simple as lifting a heavy box, or as complicated as functioning as the maintenance team of a racing car.

The exercises should be planned in advance, and the goal is to assist students in the understanding of how each member of a team is vital to the team's existence and success.

These exercises can be used in the Human Relations, Introduction and Communication Units.

Examples of topics for some role plays are:

1. To have the students become the inner workings of a well-tuned clock or car.
2. Divide the students into groups. Give each group a jig-saw puzzle. Have the students be responsible for the completion of the puzzle with each student having different parts. This should be done without the use of any discussion.
3. Have the students become the parts of a weather storm or speech. For example, assign the students a part of speech: noun, adjective, adverb, etc. Give them a completed message on an index card with each part of speech identified. Have the student in their assigned groups stand and act out their parts. Some parts are spoken, as the noun, others should be acted out, as the verb.

This section has offered some tips and suggested uses of the curriculum, there are many others. The keys to the successful use of this document are the understanding of its scope, the knowledge of the needs of the students and how they best learn; and keeping the information in the curriculum current.

OVERVIEW - AUDIO - VISUAL MEDIA

The New York State Division for Youth, after extensive research in the development of this curriculum, included audio-visual media as a major component. The purpose of the media is to:

1. Capsulize information so as to promote student learning, classroom discussion, and the development of the youth's cognitive skills.

2. Vary the tone and pace of classroom instruction in a convenient and easy manner.

The media selections were based on the media's ability to:

1. Relate to a variety of youth (different sex, education, ages, and backgrounds),

2. Provide a wide range of usage (i.e., to promote discussions, to facilitate class summaries, and/or to provide new information).

Most media materials are accompanied by a Teacher's Guide which offers directions and emphasizes points for classroom discussion. Some of the media also have student workbooks which provide reinforcement and practical application of the concepts discussed.

The extensive research and identification of the media was targeted for youngsters served by the Division (see Foreward for descriptive characteristics). It was found after field testing the materials with these youth that some of the media and their accompanying materials were not appropriate for certain groups of youngsters. This fact and other evaluative comments are noted in the media outlines which follows.

The media outline for each piece of material is located in the Unit/Lesson Overview following the introductory statement. The format for the review of each media piece is:

A. Introduction:

    1. The cost of the media package.
    2. The nature of the media - audio, video, filmstrip, etc.
    3. The running time (length) of the media.
    4. The purpose of the media - the topic it's designed to address.

B. Synopsis and format of the media.

C. Evaluation of the media - its strengths, weaknesses, and/or recommendations regarding its use.

D. The contents of the media package.

E. The source for ordering the media (address).

The only exception to this format is "Just Around the Corner" (JAC), a series of eight video tapes, and the "World of Work I and III" (WOW I or III); two sets totaling 35 audio tapes. These media are extensively used throughout the curriculum, and so are first described as whole units to reduce repetition. These descriptions precede the listing of the individual media reviews. Each separate tape of "Just Around the Corner" and "World of Work" is listed under its unit and lesson, but the description is abbreviated - the price does not appear; sections C, D, and E are deleted; and the synopsis assumes knowledge of the general format and style of the series.

To utilize all of the media in the curriculum, the following equipment is required:

1. video tape player and monitor (TV),
2. audio tape player,
3. filmstrip projector/audio tape player.

Each lesson overview, which precedes the lesson dialogue, lists the required media and equipment for that day's lesson.

One or two pieces of the media are used a section at a time. To assist the orderly flow of classroom presentation, we suggest you:

1. preview the media before classroom use,
2. use the counter on the machine to note the start of the section to be shown or heard. Both video and audio tape players usually have counters. To use these counters effectively:
    a. zero the machine at the beginning of the media (be sure the media is fully rewound),
    b. view or listen to the media,
    c. note on the counter the number at the beginning of each section in which you are interested. You might wish to write that number on the lesson overview page where that specific media is cited,
    d. prior to classroom viewing, rewind the media and reset the counter to zero,
    e. fast forward to the number you recorded on the lesson overview, and
    f. show or listen to the designated section.

The numbers for designated sections which appear in the outline are from the counters on our equipment. Please check the number on your equipment before classroom use - they may not correspond.

The cost of the media pieces is based on a 1981 price list. Each price follows the name of the media and includes all materials discussed in Section D (media package). The entire cost of all media and equipment: (costs with * are 1983 prices)

Software:	-	$3,000 - $3,200
(media, workbook, and teachers guides)		
Hardware (varies greatly):		
TV	-	$ 300 - $ 450
video tape player	-	$ 720 - $1,500
audio tape player	-	$ 35 - $ 55
filmstrip projector	-	$ 79 - $ 305
video camera	-	$ 300 - $3,000

Note: The software price range is determined by the number of possible student workbooks needed by your facility.

To maximize the effectiveness of the media, students should always receive an introduction to the piece. The students' learning is generally enhanced if some framework is established to assist them in the conceptualization of the materials. Possible suggestions to achieve this end include telling the students:

1. the type of media to be shown,
2. the reasons for showing it,
3. an orientation to the subject of the media,
4. questions for them to answer after the media, or think about during its presentation, and
5. new vocabulary words of concepts discussed by the media.

Follow-up discussions should be brief unless students are very interested in further discussion. If students' interest is off the major points of the lesson, let it go a bit and try to steer it back to the lesson. Don't just cut it off - this will tend to decrease their participation in later, important discussions.

Finally, media is not always the fastest way to deliver classroom information, but it provides you and the students with a change of pace and a different approach. All media materials should be previewed prior to purchase, and before classroom presentation.

Note: Several lessons in Unit 1 suggest the use of optional media materials to further discuss the information presented. No specific items are noted as the choice depends upon the specific needs and interests of your students. Materials can usually be obtained by contacting, a local:

1. BOCES,
2. community college or university,
3. technical schools,
4. public library.

OVERVIEW OF MEDIA SERIES

I. -"Just Around the Corner" Cost: $1,250*

A. Series of eight, 15-minute color video tapes.

Purpose: To present employment problems on and off the job.

Note: In the Unit/Lesson Outline which follows this Section, these video tapes will be referred to by initials (JAC).

B. The series is a moden "Slice of Life Soap Opera" about two couples (B.J. and Larry, Louise and Joe).

1. Two video tapes are needed to complete each of four topic areas:

   a. The first tape presents problems and options.

   b. The second tape presents use of the options.

2. They teach steps to effecively:

   a. Look for a job,

   b. Find a job,

   c. Keep a job.

C. Strengths - Promotes very high interest, realistic, comprehensive; the vocabulary and problems are clear and simple.

Weaknesses - The necessity to view two tapes to complete each topic.

Recommendation - Excellent motivator for all age groups.

D. Materials - 24 student Videotext Books, Teacher's Guide, and eight (8) videotapes.

E. Order - Cambridge, The Adult Education Company
888 South Seventh Avenue
New York, NY 10106

II. "World of Work Tape Series I" Cost: $249.00*

A. Series of twenty (20), 15-minute audio tapes.

- Purpose: To orient the new worker to the environment of the work world.

Note: In the Unit/Lesson Outline which follows this Section, these audio tapes will be referred to by initials (WOW I).

B. The series is divided into four categories:

- New on the Job - Lesson Tapes 1-4; Discussion Tapes A-1 and A-2.
- Dealing with the Supervisor - Lesson Tapes 5-8; Discussion Tape B-1 and B-2.
- The Rules of the Game - Lesson Tapes 9-11; Discussion Tape C.
- Moving Up and Out - Lesson Tapes 12-14; Discussion Tape D.

1. The Lesson Tapes are divided into four sections:
   - Dramatic dialogue.
   - Discussion by the narrator.
   - Lesson questions with a pause for answers.
   - Lesson review by the narrator.
2. The discussion tapes present three problem situations per tape.

C. Strengths - Problems and information are clear and to the point.

Weaknesses - Written material for students is very elementary, question and pause format can be very boring.

Recommendation - Excellent for all age groups.

D. Materials - 24 Student Record Books, Teacher's Manual, and 20 tapes.

E. Order - Educational Design, Inc.
47 West 13th Street
New York, NY 10011

III. "World of Work Tape Series III" Cost: $199.00

A. Series of fifteen (15), 15-minute audio tapes.

Purpose: To teach students specific job tasks.

Note: In the Unit/Lesson Outline which follows this Section, these audio tapes will be referred to by initials (WOW III).

B. The series is divided into three broad topics:

- The Company - Lesson Tapes 5-10; Discussion Tape A.
- Skills for Work - Lesson Tapes 1, 2, 7, 11, 12; Discussion Tape B.
- Human Relations Skills - Lesson Tapes 3, 4, 6; Discussion Tape C.

1. The Lesson Tapes are divided into four Sections:
   - Dramatic dialogue.
   - Discussion by the narrator.
   - Lesson questions with a pause for answers.
   - Lesson review by the narrator.
2. The Discussion Tapes present three problem situations per tape.

C. Strengths - The problems and information are clear and to the point.

Weaknesses - Question and pause format can be boring.

Recommendation - Excellent for all age groups.

Note: Only three tapes are specifically called for by the curriculum (Tapes 4, 8, 9). Many of the unused tapes are high quality and relates pertinent information which is presented in realistic work situations.

D. Material - 24 Student Record Books, 15 tapes, 12 transparencies, and Teacher's Guide.

E. Order - Educational Designs, Inc.
47 West 13th Street
New York, NY 10011

IV. Notes:

A. "Trouble at Work". Cost: $99.50

1. Series of four (4) filmstrips with two (2) cassettes. The filmstrips include:

   - "Lack of Ambition"
   - "Failure to Communicate"
   - "Hazing"
   - "Absenteeism"

Note: Due to the diverse nature of each filmstrip, all other information on this Series is found in the appropriate area in the Unit/Lesson Outline.

2. Order - Guidance Associates
Communication Park
Box 300
White Plains, NY 10602

B. Regarding the materials ordered from Relevant Products, Inc. as of the completion of this curriculum, we were unable to contact the dealer by telephone and they did not respond to our written communications to confirm prices and ordering procedures. As a result, we are not sure if the materials from this company are still available. These include the audio tapes and dialogue booklets for:

1. "Decision Making"
2. "Your Image"
3. "Building a Good Self-Concept"

MEDIA

UNIT/LESSON OUTLINE

UNIT 1 - INTRODUCTION

Lessons 1, 3, and 4 - no media

Lesson 2 - "Sell Yourself" Cost: Price For Copying and Postage.

Note: Used again in Unit 3, 5, 6

A. It is a 22 minute color sound video tape.
Purpose: To identify and instruct the steps of the Job Search Process. To show youth what they are up against and why they need this course.

B. This lesson uses the first 3 minutes of the tape. This consists of stillshots with employers' comments on young applicants and new workers. The comments are mostly negative.

C. Recommendation - Excellent for all ages.

D.&E. See Unit 3, Lesson 1 of the "Media, Unit/Lesson Outline".

Lesson 5 - "The Ideal Person" Cost: $129.00

A. It is a 15 minute color filmstrip with an audio cassette.
Purpose: To show the connection between the political philosophy and the characteristics of the ideal worker in different cultures.

B. The filmstrip is divided into 4 sections (each discusses a different culture) with questions following. The cultures are: Ancient Greek, Modern Chinese, (Asian) Indian, and American.

C. Strength - It is a comprehensive demonstration of how positive work attitudes vary with each culture's political philosophy.

Weakness - It is too long and the pauses to consider questions are too short.

Recommendation - Use with older students.

D. Materials - 2 filmstrips ("Ideal Person", "How do They Feel"), 4 tape cassettes (2 for filmstrips, 2 situation tapes) and Teacher's Guide. Additional student workbooks available for $2.90, minimum order of 10.

E. Order - Me and Others Series, Educational Design, Inc.,
47 West 13 Street, New York, New York 10011.

UNIT 1 contd.

Lesson 5 - "Lack of Ambition" (Trouble at Work Series)

Note: Used again in Unit 9, Lesson 2.

A. It is a 5 minute color filmstrip with an audio cassette. Purpose: To show the connection between lifestyle and ambitions.

B. The filmstrip is a "slice of life" situation; two young friends meet, discuss their very different ambitions, and then separate.

C. Strengths - The characters are realistic and students can easily identify with them.

Recommendations - can be used with all age groups.

D.&E. See the note in the "Overview of the Media Series", "Trouble at Work".

UNIT 2 - TARGETED CHOICE

Lessons 3, 5 - no media

Lesson 1 - "Building a Good Self-Concept" Cost: $16.95

A. It is a 5 minute audio tape with a dialogue booklet. Purpose: To demonstrate how values affect peoples' self-concept.

B. The tape is a narration with question and answers at the end. The media offers the characteristics of positive and negative self-concepts and a technique for self-evaluation and change.

C. Strength - Its presentation is simple and clear.

Weakness - The dialogue of the student booklet doesn't match the spoken words of the tape. The pauses for responding to the questions are too short.

Recommendation - Can be used with all age groups.

D. Materials - 1 tape, 15 Student Dialogue Booklets and a Teacher's Guide.

E. Order - Relevant Products, Inc., PO Box 68, Indian Rocks Beach Florida 33535.
Note: See the "Overview of the Media Series", on Relevant Products, Inc.

UNIT 2 contd.

Lesson 1 - "Your Image" Cost: $16.95

Note: Used again Unit 6, Lesson 1

A. It is a 5 minute audio tape with a dialogue booklet.
Purpose: To show the connection between personal images and success.

B. The tape is a narrative with questions and answers at the end. The media explains how behavior patterns (images) are judged by others.

C. Strength - Its presentation is simple and clear.

Weakness - The dialogue of the student booklets do not match the spoken words of the tape.

Recommendation - Can be used with all age groups.

D. Materials - 1 tape, 15 Student Dialogue Booklets and a Teacher's Guide.

E. Order - Relevant Prod., Inc., PO Box 68, Indian Rocks Beach, Florida 33535.
Note: See the "Overview of the Media Series", on Relevant Products, Inc.

Lesson 2 - "Joshua In The Box" Cost: *$135.00

A. It is a 5 minute, non-verbal, color, animated video tape.
Purpose: To show the need for self-imposed limitations.

B. An animated figure struggles for freedom from limitations and then creates his own limitations.

C. Recommendation - Use for older students due to abstract treatment of the topic.

D. Material - Video tape.

E. Order - Stephen Bosustow Productions, 1649 - 11th Street, Santa Monica, California 90404.

UNIT 2 contd.

Lesson 4 - "Where did Leonard Harry Go?" Cost: *$95.00

A. It is a 7 minute narrated color video tape.
Purpose: To show the importance of self-fulfillment.

B. Bored with his "humdrum" life, Leonard becomes such a master of disguises that one day the disguises take over and he disappears. There is no dialogue; there is a narrator.

C. Strength - Very enjoyable and informative.

Recommendation - Appropriate for all age groups. Must be introduced.

D. Material - Video tape.

E. Order - Guidance Associates, Center for Humanities, 579 South Ave., Beacon, NY 12508.

Lesson 5 - "Popeye Career Comic Books" Cost: *$62.00

A. It is a set of 75 full color, 32 page comic books (5 sets of 15 comics each).
Purpose: A resource for career clusters.

B. Presentation of various jobs within the 15 career clusters, (matches career cluster of Dictionary of Occupational Titles) with question for students to answer.

C. Strength - Good classroom resource

Weakness - Comics are limited, they cover the more familiar jobs in each of the 15 career clusters.

Recommendation - For 14 years of age and younger.

D. Materials - 75 comics, A Student Involvement Chart, A Career Awareness Bingo Game, display rack.

E. Order - King Features, Education Division, Dept. 131, 235 East 45 Street, New York, New York 10017.

UNIT 3 - JOB SEARCH

Lessons 2, 3, 5 - no media

Lesson 1 - "Sell Yourself" Cost: Price For Copying and Postage.

A. It is a 22 minute color sound video tape.
Purpose: To identify and instruct the steps of the Job Search Process.

B. Depicts the problems of a new job searcher and how these are solved with the help of a job counselor.

C. Strength - The media is comprehensive and youth can easily identify with the lead character.

Recommendation - Appropriate for all age groups.

D. Material - Video tape.

E. Order - Neighborhood Center of Utica, Inc., 615 Mary Street, Utica, New York 13501.

Lesson 4 - "JAC" - Video Tape 3 - "Looking for a Job"

A. It is a 15 minute color video tape.
Purpose: To show the different resources which can be used in the "Job Hunt".

B. Shows Larry using several resources as he begins a job search.

C., D. & E. See the "Overview of the Media Series", "JAC".

Lesson 6 - "JAC" - Video Tape 4 - "Employment Agencies & Services"

A. It is a 15 minute color video tape.
Purpose: To outline the services of the State Employment Office/Job Service.

B. Shows Larry discovering and using the services of the Employment Office/Job Service.

C. D. & E. See the "Overview of the Media Series", "JAC".

UNIT 4 - COMMUNICATION

Lesson 1, 4, 6 - no media

Lesson 2 - "The Sender" Cost: $230.00

A. It is a 12 minute color, sound video tape.
Purpose: To demonstrate how effective talkers/speakers send clear messages by avoiding roadblocks and using good communication techniques.

B. Defines and demonstrates the role of the sender in communicating effectively and ineffectively. Entertaining song and dance, fast-paced.

C. Strength - Well performed by youth; easily understood and comprehensive.

Weakness - Some of the voices of the youth are not appropriate for their singing roles, fast-paced.

Recommendation - Appropriate for all youth.

D. Materials - Video tape.

E. Order - Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

Lesson 3 - "The Message" Cost: $260.00

A. It is a 12 minute color sound video tape.
Purpose: To demonstrate why clear messages are important.

B. Depicts the requirements of a clear message and how roadblocks can create communication problems.

C. Strength - Well performed by youth; easily understood and comprehensive.

Weakness - Some of the voices of the youth are not appropriate for their singing roles, fast-paced.

Recommendation - For all age groups.

D. Materials - Video tape.

E. Order - Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

UNIT 4 contd.

Lesson 3 - "Case of Insubordination"   Cost: Price of Copying and Postage.

A. It is a 20 minute black and white video tape.
Purpose: To demonstrate what happens when the system of communication breaks down.

B. Show the same work-related situation from 3 different viewpoints and highlights communication roadblocks. A narrator introduces the film and offers concluding explanatory remarks.

C. Strength - Emphasizes all of the parts of the communication process.

Weakness - Narrator is boring - designed as training film for arbitrators.

Recommendation - Appropriate for all age groups.

D. Materials - None.

E. Order - For information contact, Ben Oliveri, Department of Corrections, 1134 New Scotland Road, Albany, New York 12208.

Lesson 5 - WOW I - Audio Tapes:
#11 - "Stick Up For Your Rights", 13 minutes
#6 - "The Magic Words That Get You Fired", 12 minutes
#2 - "Getting Help and Information", 16 minutes

A. Purpose: To present problems related to work situating and seek appropriate solutions.

B. The tapes depict an employee:

1. Tape 11 - Negotiating for his rights on the job.
2. Tape 6 - In the process of choosing the right words (to keep his job) or the wrong words (to get fired) to talk with his supervisor.
3. Tape 2 - In a situation which requires a worker to get information and assistance to complete a task.

C. D. & E. - See the "Overview of the Media Series", "WOW I".

UNIT 5 - APPLICATIONS

Lessons 1, 3 - no media

Lesson 2 - "Sell Yourself" Cost: Price For Copying and Postage.

A. It is a 22 minute color sound video tape.
Purpose: To show the right and wrong method of completing applications.

B. Two sections of the video tape are used.

1. (073-092) highlights the problems experienced when attempting to complete an application.

2. (152-179) depicts a correct and orderly approach to completing applications with directions from a job counselor.

C. D. & E. - See Unit 3, Lesson 1 of the "Media Unit/Lesson Outline".

UNIT 6 - "THE INTERVIEW"

Lessons 2, 3, 6 - no media

Lesson 1 - "Your Image"

Note: See Unit 2, Lesson 1 of "Media, Unit/Lesson Outline".

Lesson 1 - "Personal Grooming and Hygiene" Cost: $330.00*

A. It is a 11 minute color sound video tape.
Purpose: To demonstrate how good personal hygiene and grooming enhance your chances of success on the job and in your social life.

B. Five people are shown at work and at home. They are successful in the world of work, partly due to their personal preparation (good grooming and hygiene) for their day on the job.

C. Strengths - Actors represent diverse group of people (different sexes, races) shown in preparing to begin a work day. Clear and comprehensive.

Recommendation - Use with all age groups.

D. Materials - Teacher's Guide.

E. Order - National Educational Media, Inc. 21601 Devonshire Str., Chatsworth, California, 91311

UNIT 6 contd.

Lesson 4 - "JAC" - Video Tape #5 - "The Job Interview"

A. It is a 15 minute color video tape.
Purpose: To demonstrate the reasons why you should be yourself in an interview.

B. Shows Larry practicing several different interview styles. With the help of his wife, he decides to be himself and sell his strengths and abilities in the interview.

C. D. & E. - See "Overview of the Media Series", "JAC".

Lesson 5 - "Sell Yourself"

A, C-E - See Unit 3, Lesson 1 of the "Media Unit/Lesson Overview".

B. Use sections of the video tape on the Interview Process.

1. (093-147) shows Bob presenting himself poorly during an interview.
2. (190-215) shows Bob discussing the Interview Process with a job counselor.
3. (215-240) shows Bob presenting himself well during an interview and getting the job.

UNIT 7 - "DECISION MAKING"

Lesson 1, 2 - no media

Lesson 3 - "The Divided Man: Commitment or Compromise" Cost: *$130.00

A. It is a 5 minute, animated, non-narrated, color video tape.
Purpose: To stimulate discussion on indecisiveness.

B. A solitary figure encounters a problem which he handles by vacillating.

C. Weakness - It's slow paced.

Recommendation - Because of its abstract approach, use with older students.

D. Materials - Teacher's Manual.

E. Order - Bosustow Productions, P.O. Box 2127, Santo Monica, California 90406.

Lesson 3 - "Decision Making" Cost: $16.95

A. It is a 5 minute audio tape with dialogue booklet.
Purpose: To review a 5 step decision making process.

B. The tape and booklet cover each step of this discussion making process in detail.

C. Strength - It has a clear and detailed presentation.

Weakness - Dialogue booklet does not have the same dialogue as audio tape.

Recommendation - Appropriate for all age groups.

D. Materials - 1 audio tape, 1 Teacher's Manual, 15 student dialogue booklets.

E. Order -' Relevant Prod. Inc., PO Box 68, Indian Rocks Beach, Florida 33535.
Note: See the "Overview of the Media Series", on Relevant Products, Inc.

UNIT 7 contd.

Lesson 4 - "JAC" - Video Tape #6 - "Job Opportunities"

A. It is a 15 minute color video tape.
Purpose: To offer a realistic situation which requires examining the factor which goes into job selection.

B. Shows Larry and his wife in the process of making a decision between which of two jobs Larry should accept.

C. D. & E. - See the "Overview of Media Series", "WOW I".

Lesson 4 - WOW I - Tape #12 - "Promotions"

A. It is a 12 minute audio tape.
Purpose:. To detail the requirements a company considers when giving workers promotions.

B. Workers' discussion of the general requirement needed for job promotions.

C. D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 5 - WOW I - Audio Discussion Tapes:
A1 - Situation 1, "The Extra Work Assignment", 3 minutes
A2 - Situation 1, "Does the New Man Get the Coffee", 3 minutes
A2 - Situation 3, "The Card Game", 3 minutes

A. Purpose: To offer an opportunity to practice decision making skills in realistic world of work situations.

B. The tapes depict a work situation in which a new worker:

1. Discussion Tape A1, Situation 1 - must decide to complete an extra assignment, work overtime and change personal after work plans.
2. Discussion Tape A2, Situation 1 - is confronted with the problem of excess requests for coffee from an older worker.
3. Discussion Tape A2, Situation 3 - must make a decision to stay or leave a card game which has exceeded the lunch hour.

C. D. & E. - See the "Overview of the Media Series", "WOW I".

UNIT 8 - THE NEW WORKER

Lesson 5 - no media

Lesson 1 - WOW I - Tape #10 - "Company Rules and Customs"

A. It is an 11 minute audio tape.
Purpose: To explain two types of regulatory systems used in the world of work.

B. This tape discusses the differences between official and unofficial policies found on most jobs.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 2 - WOW I - Tape #1 - "First Few Days"

A. It is an 18 minute audio tape.
Purpose: To explain the orientation process on a new job and to offer some solutions about how to adjust to the situation.

B. This tape discusses the orientation process and the gradual introduction to a new position.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 3 - "Hazing" (Trouble at Work)

A. It is an 8 minute color filmstrip with an audio cassette.
Purpose: To explain the new worker's initiation by older experienced workers.

B. The filmstrip depicts a new worker (Nick) and the process Nick must successfully complete to earn job responsibilities and respect from co-workers.

C. Strength - The topic "hazing" is well defined within the framework of a real on-the-job situation.

Recommendation - Use with all age groups.

D.&E. - See the note in the "Overview of the Media Series", "Trouble at Work".

UNIT 8 contd.

Lesson 3 - WOW I - Audio Tapes:
#3 - "My Man, My Creep", 16 minutes
#4 - "Too Much Talk", 14 minutes

A. Purpose: To present problems encountered in the work world and to offer some solutions to these problems.

B. The tapes depict problems a new worker will encounter with co-workers:

1. Tape 3 - a new worker encounters two co-workers, one who can be trusted (offers good advice), and the other who cannot be trusted (offers bad advice).

2. Tape 4 - a new worker encounters a constant talker who if not restricted, will stop the new worker from completing her tasks.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 4 - WOW I - Audio Tape #9 - "Money, Money, Money".

A. This is a 12 minute audio tape.
Purpose: To outline deductions which affect the size of your paycheck.

B. The tape discusses how to read a paycheck stub and changes which may occur as a result of deductions and overtime.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 6 - WOW III - Audio Tape #9 - "Union and Employee Assoc."

A. This is a 10 minute audio tape.
Purpose: To outline the reasons for and differences between unions and employee associations.

B. The tape is a conversation between an older worker explaining the need for and the differences between a union and an employee association to a new worker.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

UNIT 8 contd.

Lesson 7 - "JAC" - Video Tape #7 - "Equal Employment Opportunity".

A. This is a 15 minute color video tape.
Purpose: To demonstrate:
  1. how discrimination can affect promotions;
  2. how employment laws (EEO) are used, combat discrimination in hiring.

B. The tape discusses two incidents which relate to equal opportunity practices; one an informal correction of a discriminatory promotion, the other the formal process involved in hiring practices.

C., D. & E. - See the "Overview of the Media Series", "JAC".

Lesson 8 - WOW III - Audio Tape #8 - "You are the Company"

A. This is a 10 minute audio tape.
Purpose: To demonstrate the company's legal responsibilities for and to their employees.

B. The tape discusses in what areas the company is legally responsible for their employees and must be accountable for the employee's mistakes. How the employee represents the company.

C., D. & E. - See the "Overview of the Media Series", "WOW III".

UNIT 9 - HUMAN RELATIONS ON THE JOB

Lessons 5, 7 - no media

Lesson 1 - "JAC" - Video Tape #8 - "Job Discrimination"

A. This is a 15 minute video tape.
Purpose: To offer constructive information to help workers react to job discrimination.

B. The tape presents several constructive ways to address on-the-job discrimination.

C., D. & E. - See the "Overview of the Media Series", "JAC".

Lesson 2 - "Lack of Ambition" (Trouble at Work)

Note: See the "Media Unit/Lesson Outline for Unit 1, Lesson 5.

UNIT 9 contd.

Lesson 3 - "JAC" - Video Tapes:
#1 - "Effective Job Behavior", 15 minutes
#2 - "Responsibilities on the Job", 15 minutes

A. Purpose: To demonstrate how attitudes, strengths and abilities can help determine success or failure on the job.

B. The tapes revolve around Joe's:

1. Tape 1 - Promotion and the reasons he received it.
2. Tape 2 - Assignment to lay-off a worker who contributes the least to getting the job done.

C., D. & E. - See the "Overview of the Media Series", "JAC".

Lesson 3 - "Absenteeism" (Trouble at Work)

A. This is a 6 minute color filmstrip with an audio cassette. Purpose: To demonstrate how a worker's negative attitude (absenteeism) affects the worker, her job; her co-workers and supervisor.

B. A meeting between a consistently absent worker (Kay) and her supervisor (Michelle), highlights Kay's attitude and how they affect Michelle and the other employees.

C. Strength - It is a realistic work situation which is contemporary.

Recommendation - Can be used with all age groups.

D.&E. - See the note in the "Overview of the Media Series", "Trouble at Work".

E. Order - Guidance Associates, Communication Park, Box 300, White Plains, New York 10602

UNIT 9 contd.

Lesson 3 - WOW I - Audio Discussion Tape B2, Situation 3 -
"Too Many Days Absent".

A. This is a 3 minute problem situation.
Purpose: To demonstrate that absenteeism is a behavior pattern which is viewed negatively by supervisors and co-workers.

B. In a meeting called by her supervisor, Regina (a consistently absent worker) is patiently confronted with her behavior pattern (absenteeism) and how it affects the supervisor and other employees. Many of Regina's other work attitudes surface.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 4 - WOW I - Audio Tapes:
#8 - "Supervisors are Human Too", 10 minutes
#A1 - Situation 3, "Do it Our Way", 5 minutes
#B1 - Situation 2, "The Wrong File", 5 minutes
#B2 - Situation 1, "That's Part of Your Job", 5 mins.

A. Purpose: The tapes were selected to identify the role of a supervisor and 3 different problems which can arise between a supervisor and workers.

B. The tapes depict:

1. The role of the supervisor on the job.

2. Three human relations problems supervisors may encounter with a worker:

   a. "Do it Our Way - A worker ruins a job due to lack of information, and is confronted by his supervisor.

   b. "The Wrong File" - a worker fears dismissal after several errors.

   c. "That's Part of Your Job" - a worker discusses a job which she does not wish to do, but is part of her job description.

C., D. and E. - See the "Overview of the Media Series", "WOW I".

UNIT 9 contd.

Lesson 6 - WOW III - Audio Tape #4 - "Handling a Trouble Situation with a Customer"

A. This is a 10 minute audio tape.
Purpose: To show how workers must use good human relation skills to assist customers in obtaining what they want from the company, particularly upset or tempermental customers.

B. The tape discusses two methods of handling an upset customer; one effective, the other ineffective.

C., D. & E. - See the "Overview of the Media Series", "WOW I".

Lesson 6 - "Failure to Communicate" (Trouble at Work)

A. This is a 5 minute color filmstrip with an audio cassette.
Purpose: To demonstrate the problems which arise when workers do not effectively communicate.

B. In a meeting with an employee (Mirian), a supervisor (Jim) discusses the consequence of not clarifying unclear messages. (In this case, a dissatisfied customer who was given erroneous information.)

C. Strength - Material is clear and well presented.

Recommendation - Use with all age groups.

D.&E. - See the note in the "Overview of the Media Series", "Trouble at Work".

UNIT 9 contd.

Lesson 8 - WOW I - Audio Discussion Tapes:
1. D, Situation B - "Asking for a Promotion", 5 mins.
2. D, Situation A - " Boss, I Found a New Job", 5 mins.
3. D, Situation C - "Do you Think I Should Quit", 5 mins.

A. Purpose: These tapes discuss different type of job changes which occur in the world of work. The tapes list key points to consider and procedures for each.

B. The tapes depict a worker:

1. "Asking for a Promotion" - requesting a promotion before completion of the requirements for the promotion.

2. "Boss, I Found a New Job" - giving a short notice to his supervisor prior to resigning and the problems which result for the company.

3. "Do you Think I Should Quit" - considering with a friend the reason for quitting a job.

C., D. and E. - See the "Overview of the Media Series", "WOW I".

UNIT 10 - LOOKING AHEAD

Lesson 1 - "My Job Campaign" Cost: Free

A. This is a pocket sized student summary handbook of this course.
Purpose: To remind student of the information covered in the Job Search units (Job Search, Interview, Application). It also serves as a notebook to record information on companies with which you have interviewed.

B. The handbook contains in summary form all the information covered in the job search, a blank, Personal Data Sheet and spaces to record information about the companies who have interviewed you.

C. Strength - Its size is convenient to carry. It's a comprehensive reminder of all the tips to remember when seeking a job.

Recommendation - For all age groups.

D. Materials - Number of student handbooks by request (limited quantity available) and a handbook for educators.

E. Order - Open Doors, NYC Board of Education, 110 Livingston Street, Brooklyn, NY 11201. Requests must be written on letterhead.

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OVERVIEW OF UNIT 1 - "INTRODUCTION"

Unit Purpose

To have students:

- Become oriented to the curriculum (content and methodology)
- Understand and accept (buy in or endorse) their need for:
  - job preparation
  - career awareness
- Understand various work ethics and how they may affect the students' behavior and attitude towards work.

Unit Lessons

Lesson 1 - Project Introduction: To help students understand the program goals, course content and methodology.

Lesson 2 - Why Take the Course: To help students understand their need for the courses and the relationship between the curriculum's content areas.

Lesson 3 - Career Orientation (Part 1): To assist learners in understanding the large number of available work options and how these are grouped.

Lesson 4 - Career Orientation (Part 2): To help students understand the options of work conditions and environments. To assist learners in understanding historical changes in the world of work, to help them make future projections on employment.

Lesson 5 - Work Ethics: To assist students in understanding world of work ethics and the identification of their personal codes.

UNIT 1 - "INTRODUCTION"

Unit Notes

This unit is essential to the establishment of the tone of this course (informal, participatory, and on-the-job appropriate behavior). To assist the instructor in these goals:

1. The course begins with informal, enjoyable, but informative, group exercises. These exercises contain a sampling of the teaching techniques used throughout the curriculum (discussion, brainstorming, question and answer and reading).
2. The contract is used to set a world of work tone and behavior pattern.

At the conclusion of this unit, from the observation of your students' behavior, you will be able to better plan future classroom activities which will maximize the students' learning. For example, if you find that your students quickly tire of brainstorming, you can prepare lists in advance and conduct discussions based upon the lists. Reading problems may be adjusted by reading all handouts aloud or limiting their use.

This introductory unit also allows the instructor the opportunity to assess from the students' responses how much information they have about the world of work and careers. This can be helpful in the determination of which later units should be emphasized to develop job ready youth.

Unit 1

Lesson 1

Lesson Overview

Title: Project Introduction

Purpose: Orientation of students to curriculum (content and methodology)

Equipment: Film strip projector

Activities	Time	Resources/Materials
A. Introductions	5 minutes	
B. Programs Name		
C. Group Exercise	10 minutes	
D. Introduction of Program Goals	3 minutes	Handout - Program Goals - page 1-1-2
E. Discussion of curriculum content	10 minutes	
F. Discussion of methods by which material is delivered	5 minutes	
G. Defining Work World Jargon	5 minutes	
H. Discussion and signing of Student Contracts	5 minutes	Handout - Student Contracts - page 1-1-3
I. Questions and Answers	2 minutes	
J. (Optional) film, filmstrips		film, filmstrips, projector
K. Optional exercise A problem to solve	10 minutes	

PROGRAM GOALS

1. To teach youth basic information about the world of work and future work options available to them; and to give them the information and skills needed to begin making job/career choices.

2. To provide youth with the opportunity for self-exploration (to identify their: needs, wants, values, strengths, interests, and abilities); and to help them use this information in making career/job choices and in job seeking and job keeping activities.

3. To provide youth with the knoweldge and skills necessary to successfully find a job opening and get hired. Youth will learn job search:

   a. Information - the sales pitch, papers needed, and labor laws.
   b. Resources - employment agencies, want ads, and other sources.
   c. Skills - Making contracts, completing applications and participating in interviews.

4. To provide youth with knowledge and skills necessary to maintain successful employment:

   a. An orientation to the workplace.
   b. Communication skills.
   c. Decision making skills.
   d. Human relations skills on-the-job.

Student Contract

You are enrolled as a trainee, which is an employee who is learning on the job. The following things are necessary for the best learning to occur.

1. Attend all classes and be on time.

2. Have a legitimate excuse for absences:

    court appearances
    medical emergency
    camp crew

3. Particpate fully in all learning activities:

    discussions
    written work
    role plays
    listening to audio tapes
    watching media

4. Behave appropriately as a worker in class:

    follow directions
    talk only when appropriate
    no cursing
    no fidgeting
    no moving around the room without permission
    take care of all equipment and materials
    no smoking
    no food
    no drinking

5. Do all homework assignments.

6. Dress appropriately for class.

I understand the above requirements as outlined. I agree to follow all of them as written.

I have read and understood the above.

______________________ Instructor Signature

______________________ Trainee Signature

______________________ Date

Unit 1 - Introduction

Lesson 1 - Program Introduction

A. Introductions:

Note: In facitities where you know the youngsters, the introductions may not be necessary, but using an icebreaker will help set the tone of the course which is participatory and informal. Exercise A.2. is an example of an icebreaker, other examples are listed in the introductory section, "Teaching Tips".

1. State your name, write it on the blackboard or flip chart. Then selected personal information; e.g.,

2. Then you may use this as an ice breaker. Astrological Sign - Pisces, Leo, Aries, etc. Have students do the same exercise. If you prefer you may use birth places in place of Astrological Signs. Using first name, first initial, match it to an adjective which is descriptive of you, and which has the same first letter, e.g.,

   Albert = Able Albert; Susan = Swift Susan; Richard = Rapid Richard.

   Have each student say his name, then adjective, then repeat in order all of the people who presented him with their name and adjective; e.g., I am Able Albert, she is Swift Susan, he is Rapid Richard, etc.

Note: If you select exercise (B) be sure youngsters understand an adjective. Also limit this exercises to first names or last names, but not both.

B. State: "We are here to work on a 'Job Readiness Program' (or Preparation for Employment Program)." Write this title on the blackboard or flip chart.

C. Group Exercises.

1. State that you need to get to know the group members and what they wish to get from the course. Have each learner share the following information with the group.

   a. His/her name.
   b. What Preparation for Employment means to them.
   c. What she/he expects to get out of the program.
   d. What do they think they need to learn to succeed in the World of Work?
   e. What do they know about the World of Work? What experience have they had?

Note: Tie this together by stating, "Now I know more about you, what you expect to get out of the course and a little about what you know about the World of Work."

Another group exercise, have youngsters call out associations to work related terms. This will help you understand how familiar they are with the working world language. Examples of words used in this lesson which can be used are:

career	job	trainer/trainee
program	job title	employer/employee
goals	job description	

Note: Exercises should be fast paced. It might aid the tempo by having the words written on the board before students begin. Record all answers, don't discuss. Explain to youngsters these are words we will be using today and as they come up they will be discussed.

D. Introduce program goals as follows:

1. Develop a definition of the words "program" and "goals" from list recorded in Exercise C. If this exercise was not used, brainstorm with youngsters the definition of program and goals.

2. Cover each of the four program goals page 1-1-2 making sure each youngster has an understanding of them.

3. Answer all questions after each goal is presented.

4. Ask youth if these goals make sense to them. Have them "buy in", if possible, to their need for them. (Refer back to Exercise C.)

E. Elicit from youngsters ideas about program content (What information they should know or learn, or skills they should practice, to be able to get up and keep a job). Keep this list; it will be used in tomorrow's lesson. The list should contain:

1. Communication skills.

2. Decision making skills (ability to make a choice).

3. Job Search (Interview, Application process, places to go to find jobs) skills and information.

4. Orientation to the workplace (on the job information - benefits, paychecks, unions).

5. Human relations on the job (promotions, getting along with boss and co-workers).

6. Self-exploration (needs, wants, values)

Fill in missing items. Discuss each items importance or value. Again, try to have youth buy in. They will probably focus on #3.

F. Discuss different ways the information in the curriculum will be delivered:

1. Lecture - talking to them.
2. Filmstrips/cassettes.
3. Video tapes - watching tapes on T.V.
4. Audio tapes - listening to tape recorder.
5. Questions and Answers.
6. Paper and pencil exercises - inventories, review question, worksheets.
7. Group discussions - topic will be presented that they will discuss.
8. Role plays - small plays, where they become actors and actresses.
9. Reading.
10. Homework - (if you plan to give it).

State: "What you get out of the program will depend upon what you put into it. You'll probably find that some of it will be fun and some of it will be hard work."

G. Refer back to the list of work-related terms (Exercise C). If this exercise was not used, brainstorm definitions for the following: Job, Job Title, Employer, Trainer, Trainee, Job Description and Careers.

1. Compare youngsters role in this class to employees or trainees on a job where the payment is not money but knowledge.
2. Job vs. Career - point out the differences between jobs (work for money) and career (working for money, and planning to grow from the bottom to the top of a professional ladder).
3. Discuss with the students:
   a. Their job title - "Preparation for Employment Trainees."
   b. Their job description - they will learn information presented by instructor and each other.
      1) Listening to audio tapes.
      2) Watching visual media.
      3) Discussing topics.
      4) Answering questions.
      5) Role playing situations.
      6) Reading material.
      7) Writing letters, filling out applications, etc.
      8) Completing homework assignments.

H. If you are going to use a contract, elicit from the students their definitions of contracts and what it means to sign a contract. A recommended youth contract is on page 1-1-3. The use of the contract and its signing may assist you in creating an authentic world of work climate, and help with classroom control.

Note: The student contract can be adjusted to fit your unique situation. The signed copies should be kept on file until the completion of the course. The six areas of the contract were chosen because they are realistic requirements in the world of work.

I. Questions and Answers.

Note: We recommend that some type of notebook or folder be supplied for keeping handouts. The notebooks should be kept in the classroom until the completion of the program. Thereafter they can become the property of the students.

J. (Optional) films, filmstrips about the world of work.

K. Optional Exercise. If you wish to emphasize the fact that this is a thinking or reasoning course use the following exercise.

1. Tell the students that you have a problem for them to solve. Ask:

   a. You are shipwrecked on an island.
   b. You are alone.
   c. Your only supply is a full can of cocoa-cola (soda).
   d. You don't know when you will be saved.
   e. Think of how you will use the can to stay alive.
   f. Think of what you need to stay alive.
   g. Think of how you will be able to get it."

2. "Here is a beginning of one of many possible solutions:

   a. Get another container (coconut shell) empty the coke into the shell so the can can be used for something else.
   b. Break up the can and make hooks or arrow heads so that you can fish or hunt.
   c. Make a mirror from one part of the can to signal for help if anything (boat or airplane) passes." Continue until a complete survival picture is created. Then say: "This course is about working-world survival and the parts of the can are like the parts of this course. Together we will take the course apart and you will discover how to use the parts to survive and grow."

Unit 1

Lesson 2

Lesson Overview

Title: The Reason for the Course.

Purpose: To increase learners' understanding of the need for them to take this course.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Discussion of the Curriculum's Units and their order	10 mintues	Yesterday's Unit Chart
B. Viewing of "Sell Yourself" (first three minutes)	10 minutes	Video tape - "Sell Yourself"
C. Presentation of Students' Units and order	10 minutes	
Note-This is not a complete lesson. It is to be used if needed as part of lesson 1 or lesson 2 of this unit.		

Unit 1 - Introduction

Lesson 2 - The Reason for the course.

Note: If the youngsters are excited about the class and you feel they understand the unit connections this lesson need not be taught.

A. Unit topics and their order. Begin with:

1. "Yesterday we made a list of the topics covered by the program." Produce the list for those who have forgotten and for reference.

2. Review each topic and elicit from youth the material covered by each topic, e.g., jobs search - interview process, application process, places to go for a job, good grooming, etc.

3. When all the topics have been thoroughly outlined, discuss how the pieces fit together like a puzzle to make a picture of the job ready youth.

   The discussion should follow along these lines: "If you think about a puzzle each piece connects and affects more than one neighboring piece.

   (Unit 1) The Introduction serves to orient you to the content, method of delivery and goals of the course. So it touches or talks about a little of everything.

   (Unit 2) This unit begins your tavels toward the goal of the job ready person. You deal with yourself: you think about what you want out of life, and what resources you have (your abilities and strengths) to get what you want. We deal with a variety of jobs; hopefully you will select a career to work towards. This unit is the piece of the puzzle which is the basis for the other units, understanding what you want and who you are is important in selecting a satisfying job.

   Continue in the order you have established for the course, making sure all parts fit snugly together and all units which will be used in this course are mentioned.

Note: If students are unclear about the difference between job, work and career you might want to have these words defined.

B. "Sell Yourself" - video tape.

1. Prepare the students for the first part of the videotape, "Sell Yourself". State: "Many employers have negative opinions of youth and young workers. Young applicants often have an extra barrier to overcome. Let's listen to some employers and their opinions." (Play the tape.)

2. Before a discussion of right or wrong begins, be supportive

2. of the youth be restating: "These are only opinions and these opinions are not necessarily true for you. Also, not all employers have these opinions."

3. After discussion, elicit from students how the units of the curriculum will address some of the concerns of the employers.

C. Distribute blank paper and pencils to students. Have the youth decide and record:

1. Which units they think they need to learn or review, and which units they don't need.

2. Have them put the units they need in the teaching order they prefer.

3. Ask each youth to quickly share their list and an explanation of the order.

Note: This discussion is to help assure that students understand why the topics were chosen and how they fit together. It is not an opportunity for students to redesign the course.

Unit 1

Lesson 3

Lesson Overview

Title: Career Orientation - Part I

Purpose: Increase learners' awareness of the World of Work and how it functions.

Equipment: Filmstrip projector.

Activities	Time	Resources/Materials
A. Discuss the need for working	5 minutes	
B. Introduction to work available	2 minutes	
C. Use of the Dictionary of Occupational Titles	1 minute	Resource - "Dictionary of Occupational Titles"
D. Explanation of Cluster System	5 minutes	
E. Examination of one cluster area	5 minutes	
F. Related job exercise	15 minutes	
G. Related job exercise match to the cluster system	10 minutes	
H. Questions and Answers	2 minutes	
I. Optional Exercise - T.V. Job Search	15 minutes	Handout - "T.V. Job Search" page 1-3-6
J. (Optional) film, filmstrips	15 minutes	film, filmstrip projector

Unit 1 - Introduction.

Lesson 3 - Career Orientation - Part I

A. Ask learners the following questions recording their answers on the blackboard.

1. "How much money do you think the average American spends in a lifetime?"

   answer: "Over ½ million dollars ($500,000+) and this figure does not reflect the current very high inflation rate."

2. "How much time do you think the average American spends at work?"

   answer: "Approximately forty years, that's over 85,000 hours."

B. Introduce the idea that: "Work is the most reliable (dependable and regular) method of getting the money you need even though other ways sometimes pay more. Since work is reliable and we need money to live, one of the major goals of the program is to prepare you to get and keep a job."

1. "Let's list the types of jobs you know." Write the list on the blackboard.

2. You may want to select one or two of the jobs and explore with the learners their understanding of these jobs. Ask the following questions:

   a. "Is it performed outdoors or inside?
   b. Is it done sitting or standing?
   c. Are you on the move?
   d. Is the work place noisy or quiet?
   e. What are some of the things you do on the job?
   f. What are some of the working conditions?
      1) Hours?
      2) Dangerous or safe?
   g. What is the salary?
   h. What are some of the opportunities you can expect?
      1) A lot of openings, or just a few?
      2) Chances of promotion?"

C. State that information like this is listed in a book called the Dictionary of Occupational Titles which is put together by the federal government. This dictionary has 24,000 job titles and descriptions. A Dictionary of Occupational Titles may be used as a resource to increase learners interest in jobs and/or careers.

Note: For additional information see Targeted Choice (Unit 2, Lesson 5).

D. Continue with this lesson: "Are some jobs related to other jobs; do people in different jobs perform similar duties?" Have them list a few. State: "Related jobs are grouped together in the Dictionary of Occupational Titles. These groupings are called clusters." List a few of the following clusters and have the learners list more if possible. (Help them understand the terms.)

1. Communication and Media.
2. Health and Medical.
3. Marine Science.
4. Agri-Business and Natural Resources.
5. Hospitality and Recreation.
6. Transportation.
7. Public Service (this is not limited to public sector, see E below)
8. Personal Services.
9. Fine Arts and Humanities.
10. Business and Office.
11. Manufacturing.
12. Consumer and Homemaking Education.
13. Environment.
14. Construction.
15. Marketing and Distribution.

E. Tell the students there are 15 clusters, if all fifteen are not listed, list the remainder. Quickly brainstorm the number of different careers in a chosen cluster, make sure that the students understand the definition of the cluster. Below is an example of jobs in the Public Service Cluster.

Public Service Cluster
(Jobs which serve the public)

Physicians
Dentists
Nurses
Dietitians
Hospital Administrators
Urban Planners
Elected Officials

Child Care Workers
Teachers
Social Workers
Food Service Workers
Surveyors
Computer Operators
Payroll Clerks

Employment Interviewers
Truck Drivers
Mail Carriers
Welders
Weather Forecasters
Accountants
Stenographers
Electricians
Automobile Body Repairers
Chemical Lab Technicians
Animal Trainers
Investigators (of all sorts)

F. To help the learners understand how jobs affect the complete workings of society have them brainstorm a list of all the jobs it would take to make a pencil. It would be helpful to have a pencil available forthe learners to view during this exercise. List their answers on the blackboard. The list should include:

1. Wood-related jobs:

    a. Lumber jacks
    b. Loggers
    c. factory workers
        1) cutters
            a) saw manufacturer
            b) distributers
        2) sanders
            a) paper maker
            b) sand paper maker
        3) painters
            a) paint maker
            b) paint mixers
            c) paint sales people
            d) paint distributers
        4) printers

2. Metal Related Jobs:

    a. Miners
    b. Melters
    c. Smelters
    d. Molders

3. Rubber Related Jobs:

    a. Growers
        1) pickers
        2) packers
    b. sales people
    c. Processors
    d. Dyers
        1) dye makers
        2) dye producers
    e. Molders

4. Dont' stop here! The list could continue until every inch of your wall space is covered.

G. Have the learners then relate the list of jobs to the 15 clusters. Tell them they will spend more time with the clusters in the coming weeks.

H. Questions and Answers.

I. Optional Exercise.

T.V. Job Search. If the students were unable to complete the related job exercises (F), the T.V. Job Search can be used to give a cross section of jobs that can be matched back to clusters (P 1-3-6).

J. (Optional) If filmstrips are used, have them relate to jobs and the cluster system.

Name ____________________

TV JOB SEARCH

To complete this questionnaire you should choose a character acting in some profession that interests you (e.g. - The program "Nurse" - Nurse; "Chips" - Police Officers; "Lou Grant" - newspaper writer, photography, editor; "Hill Street Blues" - Police Officers; "Alice"-waitress, etc.)

1. Name of the character ____________________

2. Job Title (the name of the profession or career or work that this actor does on the show) ____________________

3. Name of the show ____________________

4. Job Description (list the types of work done by the character) ____________________

5. What type of equipment is necessary for this job? ____________________

6. What type of education or training is needed for this job? ____________________

7. What was the results of the job at the end of the program ____________________

8. Would you like doing this job? ____________________

9. How much does it pay? ____________________

1-3-6

Unit 1

Lesson 4

Lesson Overview

Title: Career Orientation - Part II

Purpose: Increase learners' awareness of the World of Work and how it functions.

Equipment: Filmstrip projector.

Activities	Time	Resources/Materials
A. Working in the future	5 minutes	
B. Discussion of work environment, conditions and preparation needed.	3 minutes	
C. Completion of Job Choice Survey	15 minutes	Handout - "Job Choice Survey" page 1-4-2
D. Changes in the World of Work	5 minutes	
E. Questions and Answers	2 minutes	
F. (Optional) film, filmstrips on careers	15 minutes	Filmstrip projector
Note: This lesson is likely to run short if you don't use the filmstrips		

Name ________________

Job Choice Survey

1. I prefer to work ☐ inside ☐ outside ☐ both
2. I prefer to work ☐ standing ☐ sitting ☐ on the move
3. I prefer to work in a place that is ☐ noisy ☐ quiet
4. I prefer my hours to be ☐ 8am to 4pm ☐ 9am to 5pm ☐ other
5. I prefer to work in a job thatt is ☐ dangerous ☐ safe
6. The things I want to do on a job are: ______________________________

____

____

7. The salary I prefer to get for this type of work is: ____________
8. The amount of education I wish to get is:

☐ no special training ☐ a high school diploma or equivalency (GED)

☐ on-the-job training ☐ college

☐ vocational training

Job title or the name of a job which I would like to get is: ________

____

My job description or job duties on this job would be (list as many as you can):

____

____

____

____

After you have completed your job description match back to the first 8 questions

Do they match yes ☐ no ☐

Unit 1 - Introduction

Lesson 4 - Career Orientation - Part II

A. Ask learners if they've thought about what kind of work they'd like to do in the future and encourage them to share this information with you.

Note: You might consider sharing some thoughts about your own future.

B. Have them think back to yesterday's lesson on job titles and descriptions; career clusters and jobs. Tell them they are now going to fill out a survey which will help them discover somethings about their work needs.

C. Introduce the "Job Choice Survey", page 1-4-2, with: "Think about choosing what jobs you would like to have. The items in this survey are some of the things you should consider." Before you hand out the surveys, have the learners decide whether the surveys will be filled out for a job they could get today as unskilled or semi-skilled laborers, or for a job later in life which requires training (a career). It's important to have the survey filled out using one of the above choices, not both.

1. Hand out Job Choice Survey and instruct students to fill out as honestly as possible.
2. When they have completed the survey, review the questions making sure that each student understands them and has answered them completely.
3. If resource materials on jobs, job titles, job descriptions, salaries and/or work conditions are available, you may wish to use them in this exercise.
4. Collect Job Choice Surveys and review them. Check to see if the information is realistic and the job choice is reachable. Keep the survey, it will be reused in Unit 10, Lesson 1.

Note: You may wish to plan an individual vocational program of training for each student whenever possible.

D. Continue: "We have just completed a Job Choice Survey. The World of Work has changed a great deal through the years. Do you think that the World of Work might change so that your job choice will no longer exist? Certain jobs do change, e.g., fireman on trains no longer shovel coal, and ice men no longer deliver ice to homes. But certain other jobs have remained constant or almost the same."

1. Ask learners to think of some jobs that "span the ages",

such as these: tax collectors and certain other "government workers", skilled craftsmen such as tailors, masons, silversmiths, etc. "soldiering", personal service workers such as hair dressers, cooks, child care workers, etc., agricultural workers and so on. If you wish, you may write these on the flip chart.

2. Ask learners to think of some jobs which are totally new and resulted from changes in technology or society such as: computer related jobs (programmers, technicians, etc.), airplane pilots, factory workers, new medical specialists, communication (TV and radio) workers and so on. If you wish, you may write these on the flip chart.

3. Add the following information to the discussion: "Another change which has occurred is the sex of the person doing a particular job."

   a. Women:

      1) Ask students what jobs women performed in the early 1900's The list should include any jobs related to home and family care.

      2) Ask students what jobs women perform today.

      3) Conclude: Along with technology and monetary demands women now engage in jobs which are not home and family related." You may wish to list some (construction workers, doctors, lawyers).

   b. Men:

      1) Ask students what jobs men performed in the early 1900's and how they differ from present day jobs.

      2) Conclude: "Some men have changed roles with women and have become house parents. Consequently some women have gone to work to support the household. Still other men have entered fields previously limited to females as nurses and secretaries. The work world has changed!!"

4. "Today, work is so varied in technologically advanced societies like the U.S. that it is hard to say exactly what kind of work is most common. Most people can, within the limits of their education and abilities, choose among many kinds of jobs and many different places to work. Some young people don't understand what kind of work their parents do, and most don't end up doing the same job their parents did."

5. "Because of these changes in the world of work, the average person ends up seeing very little of it, and knowing suprisingly little about it."

   a. "This is too bad, because now, more than ever before, people have the freedom to ask 'what do I want to do?' or 'what kind of job will best meet my needs?'

a. They can usually go on to choose a job that fits with their goals. In days past, most people didn't have the choice."

b. "Because of these changes in the World of Work, this course has a section for Career Awareness which is a time set aside for exploring the range of presently available work options. This will help you make a good choice so that for the 2/3 of your life that you spend working, you will be well matched to your job. You will do something you want to do and so find enjoyment at work."

E. Questions and Answers.

F. (Optional) If possible use some films here which would highlight:

1. Career you feel your students are interested in exploring.
2. A history of some of the more popular careers.

Unit 1

Lesson 5

Lesson Overview

Title: Work Ethics

Purpose: To enhance students' understanding of why people work.

Equipment: Filmstrip projector/audio tape player.

Activities	Time	Resources/Materials
A. Introduction to why people work (necessity)	5 minutes	
B. Complete Questionnaire - What I want out of a Job	5-10 minutes	Handout "What I want out of a Job" - page 1-5-2
C. Discuss some of the benefits of legal employment	1 minute	
D. Discuss how cultures influence work "The Ideal person"	20 minutes	Sound filmstrip - "The Ideal Person" (Me and Others Series)
E. Discussion of Work and lifestyle	8 minutes	
F. Discussion of Stereotyping	5 minutes	
F. Summary		
F. Summary	1 minute	
G. Optional Exercise - Lack of Ambition	5 minute	Sound filmstrip - "Lack of Ambition" (Guidance Associates, filmstrip 4)

Name ______________________

What I Want Out Of A Job

This is to give you some understanding of why you want to work

I go to work for/to get

	mostly	partly	never
money			
self-respect			
to feel important (prestige)			
experience			
responsibility (to take care of myself, do things for myself)			
fun (enjoyment, I like it)			
intellectual challenge (to make myself think hard)			
power (control)			
physical activity (I like to work hard)			
society (you are supposed to work)			
myself			
excitement			
helping others			
to make friends (to belong)			
to get away from home			
others tell me to (my parents say so!)			
The reward of belonging to a legal, adult world			

Unit 1 - Introduction

Lesson 5 - Work Ethics

A. Introduce lesson by asking learners: "Why do people work?"

1. Ask each learner to respond to the question and write key phrases of their answers on the flip chart. Look for responses such as these:

   money
   self-respect
   responsibility
   help others
   satisfaction/feels good
   feeling of importance (prestige)
   experience
   keep busy - stay out of trouble
   be independent

2. After learners go through the most obvious money-oriented answers, ask the following questions in order to stimulate additional thought:

   a. "If you had all the money you needed, but still wanted to work, what would you look to get out of working?" Some possible responses:

      Power
      Physical Activity
      Self-confidence
      Intellectual Challenge
      Excitement
      Duty to society - "spozed to"

Note: If students are unable to see themselves in such a role as having all the money they need, try this question:

   b. "There are people who have more money then they could possibly ever spend but they still go to work. Why do you think they go to work?"

B. Explain to students that people work for various reasons and for more reasons than money. State: "To help you understand your reasons for working, I have a form for you to fill out." (What I want out of a Job page 1-5-2.)

1. Distribute "What I want out of a Job."

2. Before students begin review the directions and each question making sure they understand the questions and the scale.

3. As students work on the questionnaire, establish 3 areas in the room for "mostly", "partly" and "never." Upon completion of the questionnaire, inform students of the areas and as you read each question have them go to the area which corresponds to their answer.

Note: This movement is primarily to establish the feeling that everybody is different but in some of our needs we are not alone. Allow enough time for movement to the areas before beginning the next question. This exercise will also serve to change the pace and relax students by allowing them physical motion. (If this is not practical, you can have them stand or raise their hands to show their answers.)

C. This is a good time to cover the benefits of legal employment. This is to help the students begin to understand that legal employment can meet their needs and wants. Some areas to discuss are:

1. Paychecks - steady and dependable.

2. Retirement - available after a set number of years.

3. Don't have to "watch your back" or worry about:

   a. Who is trying to take over your job (of possibly killing you).

   b. Getting arrested and serving time.

Note: Limit discussion as much as possible, since the subject will be dealt with in decision-making.

D. Mention: "Every group of people since time began has worked. Why people have worked and what was considered important has changed (remind them of yesterday's lesson about changing times and jobs). Let's look at four different cultures or groups of people and see what they worked at and why. Introduce the filmstrip by telling the students of the cultures.

1. The cultures include:

   a. The Ancient or old Greek culture - The ideal person would be a worker who performed a job which required physical and mental skills and an example would be a soldier.

   b. The Peoples' Republic of China - The ideal person would be community oriented, everything for the people, everybody is equal.

   c. Indian Culture - India - The ideal person would be engaged in the same profession as their parents.

   d. The American Culture - The ideal person would be all they are capable of becoming or willing to work at becoming.

2. Show the filmstrip.

3. Discuss how the philosophy of a society greatly determines that society's ideal worker.

Note: Check Media Overview for further information. There are questions after the presentation of each culture. You may want to review them for classroom discussion prior to the classroom showing. You may also want to show and discuss only the first three cultures, and discuss the American Culture.

E. Begin, we have just watched several cultures. The way people live in these cultures (their homes, food, friends, activities after work, etc.) is called a lifestyle. In America a lifestyle is determined by how much money you earn or have. In the case of America is it then possible to identify a lifestyle from the type of work a person does? Discuss responses briefly.

Ask learners: "If I told you a person was a long-haul truck driver, what could you tell me about that person?"

Ask each learner one of the questions that follow and write the answer on the flip chart. Continue to go around the room calling on each learner until all questions are answered.

1. Sex?
2. Age?
3. Kine of neighborhood she/he lives in (where does she/he live?).
4. Kind of music she/he likes.
5. Overweight? Underweight? Tall? Short?
6. Physically weak or physically strong?
7. Where does she/he eat and what's his/her favorite food? Favorite drink?
8. How much money does she/he make?
9. Does she/he like sports? Which ones?
10. Does she/he read much? What does she/he read?
11. Favorite free time activity?
12. Where does she/he work?
13. What is his/her educational background?
14. What are his/her political views and what political party does she/he belong to?
15. Of what organization(s) is she/he likely to be a member?
16. Who are his/her friends?

Note: Any job or profession can be subsituted for truck driver.

F. As discussion dies down, introduce the idea that a person's work has a big influence on his/her entire life. The way people earn a living is a large part of their identity; how others see you, and what they expect from you.

"But your job is only one large part of your identity."

The way you dress, the way you talk, your sex, your age are all parts of your identity. Let's talk about your age. "What do people think of teenagers?" Allow the students to give a few answers, then ask, "Are all these things true of all of you?" Continue, if people believe that these things are true for all teenagers no matter where they live or what sex they are, this is called stereotyping.

1. Brainstorm stereotype.
2. Ask students what problems arise from stereotyping. Possible answers are:
   a. People expect certain behaviors from certain people who perform certain jobs, who are certain ages or who are certain sexes.
   b. Stereotypes die hard and changes occur slowly. In the process people are denied jobs or receive unfair pressure, e.g., women entering the labor force as truck drivers or men entering as nurses.

G. State: "We've looked briefly at why people work (to meet their perceived needs) and what some people do at their jobs. In an important way, who you are depends on how you make your living. Taking a job means entering a way of life. This is because your job, will occupy a great deal of your time and become a central part of your life. A job defines you and your lifestyle. To a greater or lesser degree this is one of the main effects making a living will have on you and those around you. Therefore your happiness in your job is important.

Tomorrow we will begin your self exploration and some career awareness work.

H. Optional exercise - "Lack of Ambition" - This is also used in Unit 9, Lesson 2.

1. This is a 5 minute filmstrip which deals with the individual responsibility of workers to develop their careers. The filmstrip highlights their decisions as it deals with the fears of change. The change includes: a different lifestyle, a new work environment, and increased work responsibilities and demands.

2. The discussion after the film should include:

   a. "What reasons for working are heard by viewing Pete and Joe.

   b. Who do the students feel will be promoted or make more money in the world of work.

   c. How is Joe preparing for a career?

   d. Why does Joe work? What does he want out of a job?

   e. Why does Pete work? What does he want out of a job?"

OVERVIEW OF UNIT 2 - "TARGETED CHOICE"

Unit Purpose

To have students:

- Know that careers exist and the range of career options available.
- Decide that they want one.
- Begin selecting:
  a. Their preferences, abilities, strengths, needs, wants and values.

  b. Careers which match up to their personal traits.

Unit Lessons

Lesson 1 - Personal Traits (Part 1) - To assist students in identifying their strengths and values. To help students use these personal traits to make good career choices.

Lesson 2 - Personal Traits (Part 2) - To assist students in understanding their self-concept and the identification of their personal interests. The students will spend time relating these personal traits to choosing a job.

Lesson 3 - Personal Traits (Part 3) - To help the students understand the relationship between job tasks, jobs, and the students' abilities and interests in the performance of these tasks.

Lesson 4 - Personal Traits (Part 4) - To help the students clarify their needs and wants. To assist students in understanding the amount of money necessary for independent living.

Lesson 5 - Sources of Occupational Information - To help students understand the type and forms of career information available. To help the students use the information to identify a job or career area.

UNIT 2 - "TARGETED CHOICE"

Unit Notes

This unit precedes the Job Search, Application and Interview Processes to assist students in the understanding of what personal traits they can market and should consider in seeking a job to maximize their satisfaction and success in the world of work. The self-awareness information (strengths, abilities, interest, wants, needs and values) is covered in-depth in this unit and applied in:

1. Career Awareness - To help students select jobs or careers in which they are interested and best able to perform.
2. The Job Search - To help students complete their Personal Fact Sheets and/or resumes. (These are later used to help students complete application forms.)
3. The Interview Process - To help students develop a sales pitch to "sell" themselves to employers to gain employment.

Since values, needs and wants are some of the underlying factors upon which decisions are made, these sections of this unit can be folded into or reviewed in the Decision Making Unit (Unit 7). Many of the situations presented in Human Relations on the Job, Unit 9, require decisions for resolution; again, values, needs and wants may be reintroduced.

The Career Awareness Section is small but includes information on many of the resources presently available for research on jobs and careers. The time allotted for this Section should be determined by the needs of your students and the time frame of the course.

Younger students and slower youth may find greater accomplishment with the abstract topics (especially values) if they are continuously related to concrete topics as the Job Search Process. Some of the material covered in this unit also can be reduced as needed.

Unit 2

Lesson 1

Lesson Overview

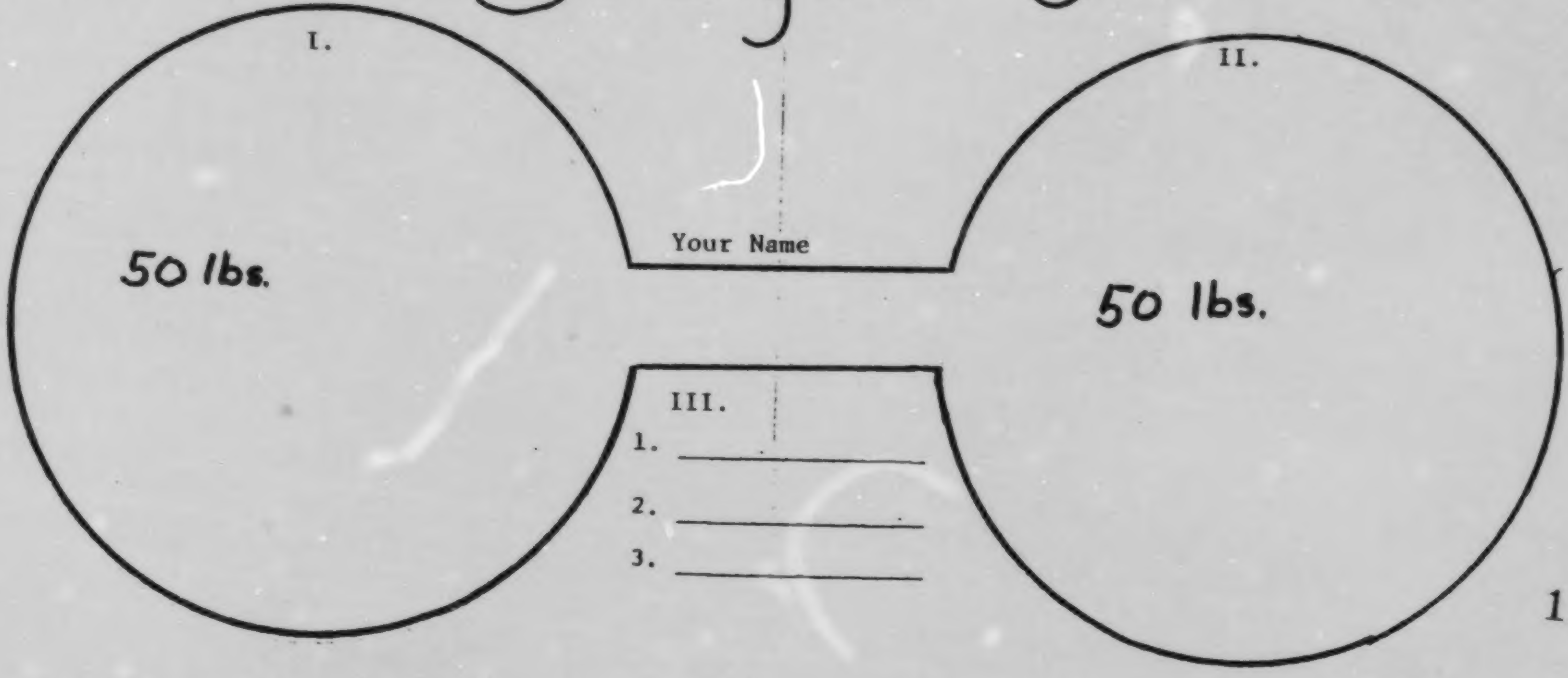
Title: Personal traits - Part 1 (Strengths and Values)

Purpose: To assist learner in identifying personal traits (strengths and values) to help them make a better career choice.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Discussion of strengths and adjectives for strength	5 minutes	
B. Do Strengths chart exercise, "My Winning Streggths"	20 minutes	Chart "My Winning Strengths" page 2-1-2, self-stick labels, pencils
C. Questions and Answers	2 minutes	
D. Introduction to values	3 minutes	
E. Exercise "Agree or Disagree"	3 minutes	Handout "Do You Agree or Disagree that" page 2-1-3
F. Listening to a tape on self-concept	10 minutes	Booklets and tape "Building a Good Self-concept"
G. Questions and Answers	2 minutes	
H. Optional exercise "Your Image"	10 minutes	Booklet and tape "Your Image"

My Winning Strengths



III.
1. ____________
2. ____________
3. ____________

2-1-2

Tally
1. ______
2. ______
3. ______

Tally
4. ______
5. ______
6. ______

Tally
7. ______
8. ______
9. ______

Tally
10. ______
11. ______

Do You Agree or Disagree That........

1. How much a person makes tells how successful that person is.
2. Work makes you an adult.
3. To get ahead on a job it's not what you know, it's who you know.
4. You owe it to society to work.
5. Men should always be hired and promoted first, then women.
6. You shouldn't do any job unless you get paid.
7. A married woman should not work full-time.
8. Work is separate from your lifestyle and has nothing to do with it.
9. If you get fired, it's your fault.
10. How you feel about yourself (self-concept) has nothing to do with how well you do a job.
11. The only way you know if you did a good job is by your boss saying so.
12. Women should not be paid as much as men, even though they are doing the same job.

Unit 2 - Targeted Choice

Lesson 1 - Personal Traits - Part 1 (Strengths and Values)

A. Begin the lesson with: "The last few days we have discussed jobs, job titles, job descriptions, employers and employees. In short, some of the parts of the world of work. How does one match oneself to a job in this world? One thing to match to a job is your lifestyle. Other things to match to a job are your strengths, interests and abilities. Let's begin with your strengths. Knowing your strengths will make it possible to use them to your best advantage in selecting a job, getting it and growing with it or receiving promotions."

1. Have learners define strengths. In their definition you are looking for qualities or high points of a person's personality.

2. Elicit from the students answers to "What good qualities would you find in a friend?" The list should include some of the following:

   - dependability
   - responsibility
   - independence
   - open-mindedness
   - helpfulness
   - cooperativeness
   - energetic
   - consistency (steady)
   - good listener
   - thinker

Note: You may have students brainstorm the list of strength words in their jargon (slang).

3. Continue:"Would an employer look for these same qualities or strengths in his workers or employees? Are there other strengths the employer would look for?"

4. Emphasize that most of the same qualities or strengths students want to find in their friends are the same qualities or strengths an employer wants in his workers.

Note; These lists should be quite extensive. The longer the lists, the more productive the exercise. Synonyms should be accepted in this exercise.

B. "My Winning Strengths Chart" and Career Values. Introduce the chart (page 2-1-2) and career values list as follows: "I am going to give you a chart on which you will develop a list of your strengths. Then we're going to match these to some career values."

1. Write the list of career values on the board or flip chart. Do not erase strength words. Define each of these terms, but do not number them yet.

Note: If there is limited space, have the Career Values on a large piece of paper you can tape on the wall for all students to see.

Career Value	Strength Words
1. Prestige - Respect	1. looked-up to
	1. respected
2. Team Work	2. understanding
	2. trusting
3. Creative	3. full of ideas
	3. smart
4. Money	4. funds
	4. capital
5. Independence	5. confident
	5. courageous
6. Leadership	6. planner
	6. manager
7. Success	7. capable
	7. well-informed
8. Excitement	8. thrilling
	8. inspiring
9. Power	9. forceful
	9. control
10. Responsible	10. dependable
	10. trustworthy
11. Productive	11. producer
	11. constructor

Option - Instructor may come with prepared list of strength words which students may add to. Each strength word must have a matching Career Value code number. (Above list is double spaced to allow room for you to write in additional words.)

2. Distribute the "My Winning Strengths" chart, page 2-1-2 and blank self-sticking labels to each group member. Each student should receive enough blank self-sticking labels so at the end of the first part of this exercise, all students will have a minimum of 20 labels on their chart from fellow students. A formula to determine the number of labels each student should receive is: the number of students in your class minus one (students are not preparing labels for themselves but for all other class members) divide the difference into 20 (the number of labels each student needs on their chart) and round-off the result to nearest whole number. For example, the formula used with a class of 9 students is:

   Number of students - 9
   Minus one - 1
   Difference 8 $\quad 2\frac{1}{2}$
   Divided into 20 - $8\overline{)20}$
   Result rounded-off - 3

   Each student would then receive 3 labels for each fellow class member, or 24 labels (3x8) for each student.

3. Instructor should match and assign the Career Values and the appropriate code to the strength words after students have begun to work on self-sticking labels for fellow students. Page 2-1-5 has a list of eleven (11) Career Values with their codes and possible strength words. You may add more Career Values. Be sure to assign them a number.

4. Have youths write their names on the charts.

5. Have every student fill out the appropriate number of self-sticking labels with the names of each fellow student. When they have finished this, have them write a strength word which describes each student on the appropriate label. They should complete all the labels.

6. Following are several methods to distribute the completed labels to each student. Make sure that all labels are placed on Area I.

   a. Ideal method - Have one student at a time pass his chart to each of his fellow students. As each fellow student receives the chart he:

      1) Establishes eye contact with chart owner.
      2) Says the strength word.
      3) Explains why he selected the word/words which he placed on the owner's chart.

   Note: We have found very few youth are able to follow through with this method.

b. Have each student, one at a time pass his chart to each of his fellow students. As the students place the strength word on the chart, have them say it aloud.

c. Have all the students walk around the room at the same time and place their strength words on the appropriate charts.

7. Give each student another set of self-sticking labels (10 per youth or 5 with space enough for two strength words). Have them fill out 10 strength words which best describe their strengths with Career Value Code Numbers. Have them place these words in Area II.

8. After all labels have been placed in their appropriate areas, have students count how often each Career Code Number appears on the labels in Area I and II of their charts. Write that total next to the corresponding Career Code Number in the tally areas.

e.g. 1. ___ 4. ___ 7. ___ 10. ___

2. ___ 5. ___ 8. ___ 11. ___

3. ___ 6. ___ 9. ___

9. Have youth circle the three highest tallies and write the corresponding Career Value word in Area III under their names. State: "This class sees these strengths in you." Have some discussion at this point on how they feel about their strengths. State: "We will later discuss how you can use this information in the areas of the Job Search and the Job Interview."

Note: If students feel put off, let them know this is only part of you. We still must cover interest and abilities before we can best start the Job Search.

C. Questions and Answers.

D. State: "The qualities you feel are important are called your values." (Write this on the blackboard.) Continue: "We have mentioned values and we have seen a film,'The Ideal Person', which also talked about values."

1. Ask the students:

   a. "What do values mean?"
   b. "How do values affect you?"

2. The bottom line to this discussion should include:

   a. "Values are things which are important to us, our principles."
   b. "Values cause us to do things and enjoy them, or to do things and not enjoy them."

3. State: "If beauty is important to you, this should show in your chart because it shows in what you choose, how you think and what you say. In short some of your strengths are based on some of your values. Depending on how strong your value of beauty is, depends on how much it shows."

E. Introduce "Agree and Disagree" statements, page 2-1-3. Discuss and point out examples of the students' values. Emphasize that different people have different values.

F. State:"What your principles or values are have a lot to do with how you see yourself. How you see yourself is based on a set of values which you have accepted from your friends, parents or society. e.g. If your friends values a strong (physically) guy and you aren't strong, but you value being strong so you may see that part of yourself negatively. This 'seeing of yourself' is called self-concept and it's based mostly on values. If you have a good self-concept you are usually happy with yourself because you have met your values, or what you think you should be. You feel personally successful. If you don't meet all of your values or you fall short of some, in these areas you feel unsuccessful."

1. Continue: "You can change your self-concept. It's hard work but it's possible. e.g. If you value a slim, muscular body and you are heavy and soft, it's hard work to diet and lift weights, but it's possible. The other way you can change your self-concept is by changing your values. Discover positive things about your weight and things you are able to do that slim, muscular people can't do as well. For example, heavy people float in water easier than slim people.

2. "We are going to hear a tape on self-concept. To help you with the information I am going to distribute a 'Building a Good Self-concept' booklet."

3. Distribute "Building a Good Self-concept" booklets. Continue: "I will periodically stop the tape for discussion and to allow enough time for completion of exercises. Please, if possible, hold your questions until the end of the tape."

4. After listening to the tape, summarize as follows: "Understanding which values are most important to you and how they make you feel about yourself is the beginning to understanding your self-concept."

G. Questions and Answers.

H. Optional exercise "Your Image" tape and booklets can be used with this lesson about self-concept. It is scheduled to be used in Unit 6, Interviewing.

Unit 2

Lesson 2

Lesson Overview

Title: Personal traits - Part II (Interests, Abilities and Experience)

Purpose: To increase students' understanding of self-concept and interest and how these relate to selecting a job.

Equipment: Video tape player and monitor.

	Activities	Time	Resources/Materials
A.	"Joshua in the Box"	10 minutes	Video tape - "Joshua in the Box"
B.	Questions and Answers	2 minutes	
C.	Complete interests questionnaires	15 minutes	Hand out "That's Me" and "That's Him/Her" page 2-2-2 and 2-2-3
D.	Area of work, ability and interest inventory	15 minutes	Hand out "Area of Work" page 2-2-4
E.	Questions and Answers	3 minutes	

Name ____________________

That's Me

Directions: Check the box which bests fits you and what you wish to do.
There are no right or wrong answers.

	Yes	No	Sometimes
1. I want to travel as a part of my job. (e.g. - truck driver, traveling, salesperson)			
2. I enjoy people and want to work with different people. (e.g. - Teachers, Nurses, Social-Workers, Salespeople)			
3. I enjoy talking and want a job where I can express my ideas.			
4. I want to work outside.			
5. I like work where I don't have to get dirty.			
6. I enjoy working with my hands (dexterity) (e.g. - machinist, carpenter, seamstress)			
7. I want to work at many a variety of tasks on one job. (e.g. - Maintenance: painting, fixing, building, washing)			
8. I enjoy work that takes a lot of patience.			
9. I like work that makes me think.			
10. I enjoy work that takes a long time to finish. (e.g. - rebuild a car engine, make a sweater)			
11. I enjoy work where I work alone.			
12. I would like to work indoors.			
13. I enjoy a job where I can dress casually.			
14. I enjoy work where I work with the same small group of people.			
15. I enjoy working with math. (e.g. - bank, teller, bookkeeper)			

Your Name ____________________

✓ Your Partner's Name ____________________

That's Him/Her

Directions: Check the box which you think best fits your partner. There are no right or wrong answers.

	Yes	No	Sometimes
1. S/He would enjoy travel as a part of his/her job. (e.g. - truck driver, traveling salesperson).			
2. S/He would enjoy people and want to work with many different types.			
3. S/He would enjoy talking and want a job where s/he can express ideas.			
4. S/He would want to work outside.			
5. S/He would not want to work where s/he gets dirty.			
6. S/He would enjoy working with his/her hands. (dexterity).			
7. S/He would want to work at many tasks on one job.			
8. S/He would enjoy work that takes a bit of patience.			
9. S/He would like to have a job that makes them think.			
10. S/He would enjoy a job that takes a long time to finish.			
11. S/He would enjoy a job where s/he works alone.			
12. S/He would like to work indoors.			
13. S/He would enjoy a job where they can dress casually.			
14. S/He would enjoy a job where s/he work with the same small group of people.			
15. S/He enjoys working with math.			

Name ____________________

Areas Of Work

1. Check each area in which you feel you have an interest.
2. Total number of checks per area.
3. Check each area in which you feel you have abilities.
4. Total number of checks per area.

Work Ability	Area of Work	Work Interest
	A. prepare food	
	serve food/waiting tables	
	wash dishes	
	set-up tables	
	cook food	
	cashier	
	understanding of measurements	
Total	B. mixing cement/laying bricks	Total
	cutting wood/nailing/sanding	
	fitting pipe	
	unpluging drains	
	putting in toilets	
	connecting electrical lines/ putting in lights	
	putting in electrical boxes	
Total	C. mopping/stripping/polishing floors	Total
	cleaning/repairing/windows	
	heating systems (furnances, air conditioning)	
	mixing plaster	
	placing tiles	

(continued)

Work Ability	Area of Work	Work Interest
	cutting lawns	
	laundry (washers & dryers)	
Total	D. Understanding circuits	Total
	changing oil, gas filters	
	painting metal	
	patch repair for metal	
	changing & repairing tires	
	welding	
	pumping gas	
Total	E. putting units together	Total
	fixing small appliances (toasters & mixers)	
	fixing T.V.'s	
	fixing radio's	
	fixing big appliances (refregrators, washers)	
	putting parts together	
	fixing office machines (copiers)	
Total		Total

Work Abilities	Area of Work	Work Interest
	F. typing	
	shorthand	
	answering phones/switchboard	
	working with numbers	
	operating machines	
	opening and sorting mail	
	filing	
Total	G. ordering and stocking medical supplies	Total
	understanding of medical language	
	basic understanding of body parts	
	use of medical equipment (needles and microscopes)	
	understanding of measurements	
	working with people in pain	
	cleaning dirty medical equipment (bed pans, slides)	
Total		Total

Work Ability	Area of Work	Work Interest
	H. working with numbers	
	working with machines	
	convincing people/talking	
	doing things for others	
	loaning/carrying things	
	handling money	
	ordering supplies	
Total		Total
	I. planning and scheduling activities	
	instructing people with games	
	understanding rules & regulations	
	setting-up equipment	
	understanding measurements	
	working with large groups of people	
	officiating games/activities	
Total		Total
	J. understanding the law	
	following procedures	

Work Ability	Area of Work	Work Interests
	writing reports (lot of paper and pencil work)	
	watching (observing) people and things closely	
	reading	
	enforcing laws/regulations	
	dealing with courts of law criminal/family	
Total		Total

Unit 2 - Targeted Choice

Lesson 2 - Personal Traits - Part II (Interests and Abilities)

A. State:"The last couple of days we have been dealing with self-exploration. We left off yesterday with a discussion of values. Today we are going to start off with Joshua and his problem. Joshua feels boxed in. While you watch, think about what Joshua is feeling and what the story means to you."

1. Show video tape
2. Then lead a discussion using the following questions:

   a. "What do you think the box represented? After several responses ask:"Could they be rules which kept Joshua from doing things? Could they be values he was fighting; values that Joshua couln't accept."

   b. "What happened when Joshua got out of the box? After several responses, continue:"He was sad because he didn't have guidelines: he couldn't determine what was right: what he should do: or how he should feel about things."

   c. "What did Joshua do next? He created his own system of guidelines or values."

   d. Have students brainstorm a list of their values. Distribute paper and pencils and have students list five values and assign them a number (1-5) in order of importance. Have student keep this list they will use it in later exercises.

3. Summarize with: "Values serve as our guidelines in many areas." Lead a discussion touching on the following points:

   a. "Our values influence what we try to become. These values are guidelines upon which we evaluate our self-concept. Our self-concept, or how we feel about ourselves, show in some of our strengths. If you value athletics, you work to be a good ball player. If you are successful, you feel good about yourself in this area.

   b. Values also influence our likes and dislikes. If you value good friendship (a person who is there when you need help, and is honest with you) you probably will keep away from people who are "jive", not for real and will not ask them to come home with you for dinner.

B. Questions and Answers

C. State: "Let's do some more looking at ourselves. Let's find out something about our interests, our likes and dislikes." Distribute "That's Me" page 2-2-2. State: "Our likes and dislikes tell us a lot about ourselves."

1. Read the directions on the "That's Me" form. Then read each statement aloud and have learners check off whether they feel that statements are just like them, check "yes," not like them, check "no", or sometimes like them, check "sometimes."

2. Break the class into pairs and hand out "That's Him/Her," page 2-2-3. Direct partners to check off traits they think apply to each other.

3. Another method is to have youth evaluate each other anonymously. In this case, write the names of all group members on slips of paper and put them in a hat (or other container). Each learner pulls a slip from the hat (if she/he draws his or her own name from, it is returned to the hat and another slip is drawn). Without telling anyone whose name was selected, each learner completes the "That's Him/Her" worksheet for that person. Once the worksheet is complete, each learner writes the name of the group member he/she evaluated in the "partner's name" blank at the top of the form and gives it to you. You, then distribute the completed worksheets to the appropriate youth.

4. After forms have been completed, direct youth to exchange papers so they each have their "That's Him/Her". Then lead a discussion which touches on the answers to the following questions:

   a. "Did you learn anything (or what did you find out) about yourself when you had to complete the first form? Did you like what you saw?"

   b. "How many of these things were just like you?"

   c. "Were there differences (or many differences) between how you saw yourself and how your partner viewed you?"

   d. "What do those differences say about you? (Or about how you come across to others?)"

   e. "How did it feel to know another person thought all those good things about you?"

D. Continue with: "Let's get a little more specific about your work interest." Distribute the "Areas of Work," page 2-2-4. Explain: "The last form dealt with broad categories and gave you some understanding how others saw you. This Inventory deals with specific job tasks." Today we will do the interest part, tomorrow you will do the abilities part.

1. Read instructions.

2. If needed, read each area of work and have students check it only if they are interested in performing that task.

3. Total the checks in the interest column.

4. Procede to next work area.

5. Continue until all the work areas have been covered and the interest half has been completed.

6. Explain to students that the abilities part of the form will be completed tomorrow.

E. Questions and Answers.

Unit 2

Lesson 3

Lesson Overview

Title: Personal Traits - Part III (Inter-relationship between work and self)

Purpose: To enhance students' understanding of work in relationship to their strengths, values, interests and abilities.

Equipment: None.

	Activities	Time	Resources/Materials
A.	Completion of "Areas of Work"	15 minutes	
B.	Summary of Unit to date	2 minutes	
C.	Area of work form	14 minutes	Handout "Range of Work Areas" page 2-3-2
D.	Comparisons	5 minutes	
E.	Questions and Answers	6 minutes	
F.	Introduction to Needs and Wants	1 minute	
G.	Definition of Needs and Wants	2 minutes	

Name ____________________

RANGE OF WORK AREAS

(A) Food Services	(B) Building Trades	(C) Maintenance	(D) Mechanical	(E) Repair
1. Experience				
2. Abilities				
3. Interests				

2-3-2

(F) Clerical	(G) Medical/Hospital	(H) Business	(I) Recreation	(J) Legal
1. Experience				
2. Abilities				
3. Interests				

2-3-3

Unit 2 - Targeted Choice

Lesson 3 - Personal Traits - Part III (Inter-relationship of work and self)

A. "Yesterday we started an inventory which dealt with work areas and your interest. Today we are going to discuss your abilities in those work areas."

1. "What are abilities?" Wait for several responses. Then explain how interests and abilities differ. Make sure the following points emerge:

   a. "Abilities are how well you can do something."
   b. "Interests are how much you like to do something."
   c. "What you like to do or would not like, may not be the same as how well you can do something. The best job match is liking what you do and doing it well."

2. State: "Now I'd like you to fill out the Abilities part of the Inventory." Give the students time to locate yesterday's "Area of Work Inventory." State: "As you complete it I want you to think about how well you can do these jobs." When students have completed the Abilities side (see directions from Lesson 2, Section D) have them compare their interests with their abilities. Ask:

   a. "Did you learn anything new about yourself?"
   b. "Are you beginning to get some idea of what kind of job might be best for you?
   c. "How does your work interests and your work abilities match?"
   d. "How do they differ?"

B. Summarize Unit to this point. Highlight with definitions.

1. Strengths
2. Values
3. Interest
4. Abilities

C. Continue: "Within Unit 1 we discussed cluster or groupings of jobs in areas." (Review if students don't recall the concept of career clusters.) Distribute the "Range of Work Areas" form page 2-3-2. State: "This form has ten areas or groupings of types of jobs."

1. Brainstorm job titles in each work area. A suggested list follows. The students may have more jobs than we have listed. (See next page for a completed form.)

I. Range of Work Areas

(A) Food Service	(B) Building Trades	(C) Building Grounds Maintenance	(D) Mechanical	(E) Repair
cook	masonry	mopping	electrical	Assembler
waiter/waitress	carpentry	painting	auto mechanic	radio
dish washer	plumbing	stripping floors	auto body	TV
setting-up	electrical	windows	welding	major appliance
		boiler/furnace	tune-up	
		husbandry	service station attendant	
		plaster		
		tile setting		
		maids (hotels)		

(F) Clerical	(G) Medical/ Hospital	(H) Business	(I) Recreation	(J) Legal
typist	med. ward clerk	bank teller	social director	police person
stenographer	Med. Lab	sales	coaches	parole person
receptionist	Nursing Ass't.	moving	Teachers/Instructors	Legal Ass't.
bookkeeper	Med. Ass't	barber	Recreation Directors	security
filing	Dietary Aide	hair/cosmetology	Recreation Ass't.	
Admin. Ass't.	Dental Ass.	cashier	Rec. Counselors	
Word Process Clerk			Referees	

2. Have the students fill in the jobs in which they have had experience on their forms in the appropriate places.

3. Have students count the number of jobs they have performed in each area. Record this number on the experience line.

4. Have students fill in the number of checks from their abilities section of Area of Work Inventory.

5. Have students fill in on this form in the appropriate space the number of checks from their Interest areas from the Area of Work Inventory.

6. The students now have a picture of their interests, abilities and experience in these work areas only. You may develop other like inventories with more work areas or different work areas.

7. Elicit from youth whether they have been honest with themselves.

8. Have them select one or two jobs they are interested in to research for a class presentation or to save for the job search.

D. Comparisons:

1. You may wish to reintroduce their Job Choice Surveys from Unit 1 and have them match to see which is the truer of the two surveys.

2. You may also wish to review their "What I Want Out of a Job" survey from Unit 1, Lesson 4, to give them an understanding that all three parts (work rewards, abilities and interests) should match their job choice. If they don't match, encourage the student to spend time finding a job which will give a good match.

E. Questions and Answers.

F. State: "Working takes up a great deal of your time." (Refer back to the number of hours they will work in their life-time.) "It's important to make sure that this time meets your individual needs and wants as much as possible."

G. Ask students for a definition of needs and wants. Some points to look for:

1. Needs are things which you can't live without (water, food, shelter, clothing).

2. Wants are things which make life more comfortable (type of shelter, type of food, type of clothing, cars, etc.)

H. State: "We will continue with needs and wants tomorrow."

Unit 2

Lesson 4

Lesson Overview

Title: Personal Traits - Part IV (Needs and Wants)

Purpose: To enhance students' clarity of needs and wants, so they understand the amount of money and other "rewards" they need from employment.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Definitions of needs and wants	5 minutes	
B. Completing Maslow's pyramid	7 minutes	Handout "Maslow's Pyramid" page 2-4-2
C. View video tape - "Where Did Leonard Harry Go?"	15 minutes	Video tape - "Where Did Leonard Leonard Harry Go?"
D. Summary	1 minute	
E. Exercise - "You the Worker"	15 minutes	Handout "You the Worker" page 2-4-3
F. Question and Answers	2 minutes	
G. Optional exercise "Your Piece of Cake"	10 minutes	Handout "Your Piece of Cake" pages 2-4-8 and 2-4-9

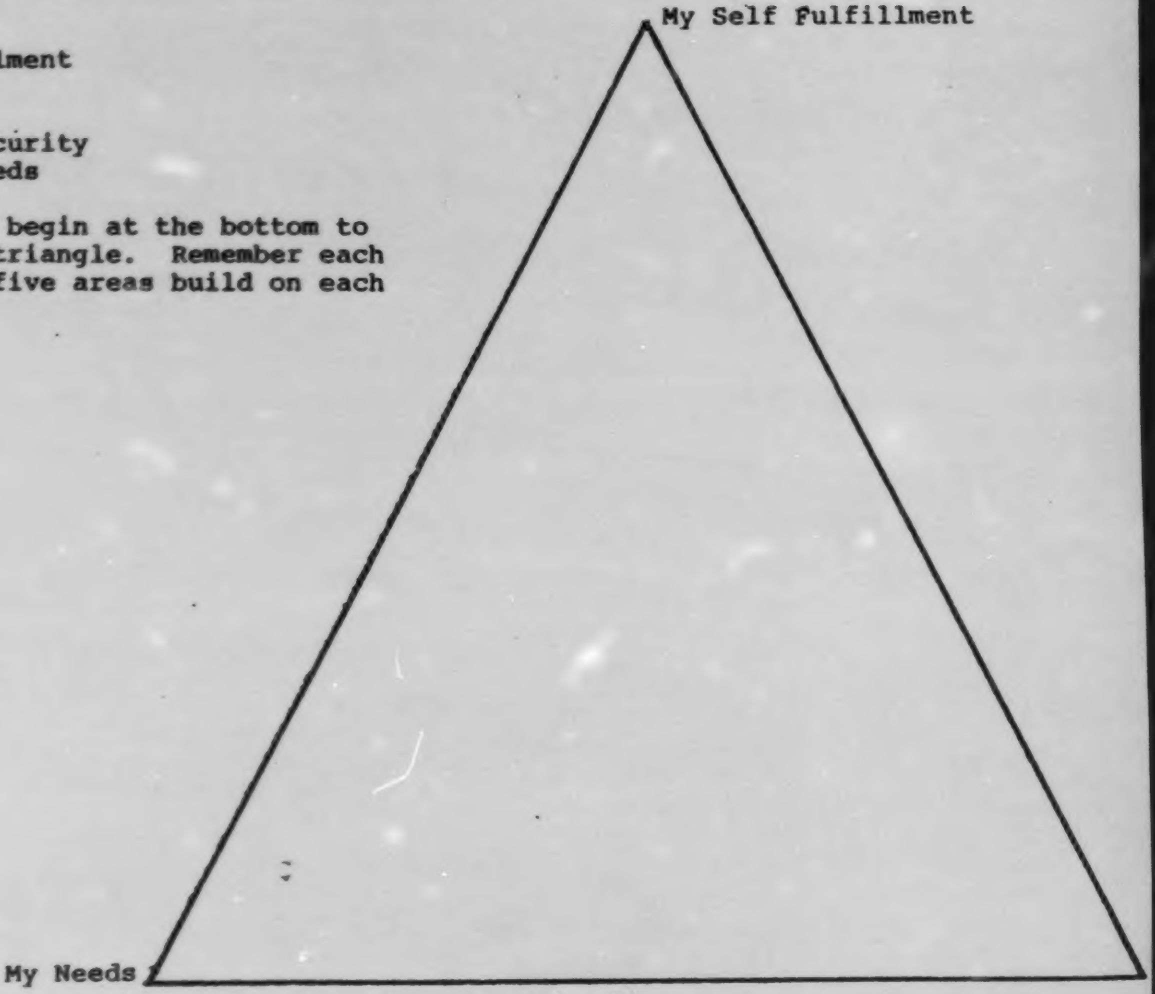
Your Triangle (Maslow's Pyramid)

Directions -

A. The five areas to be used to complete the triangle:

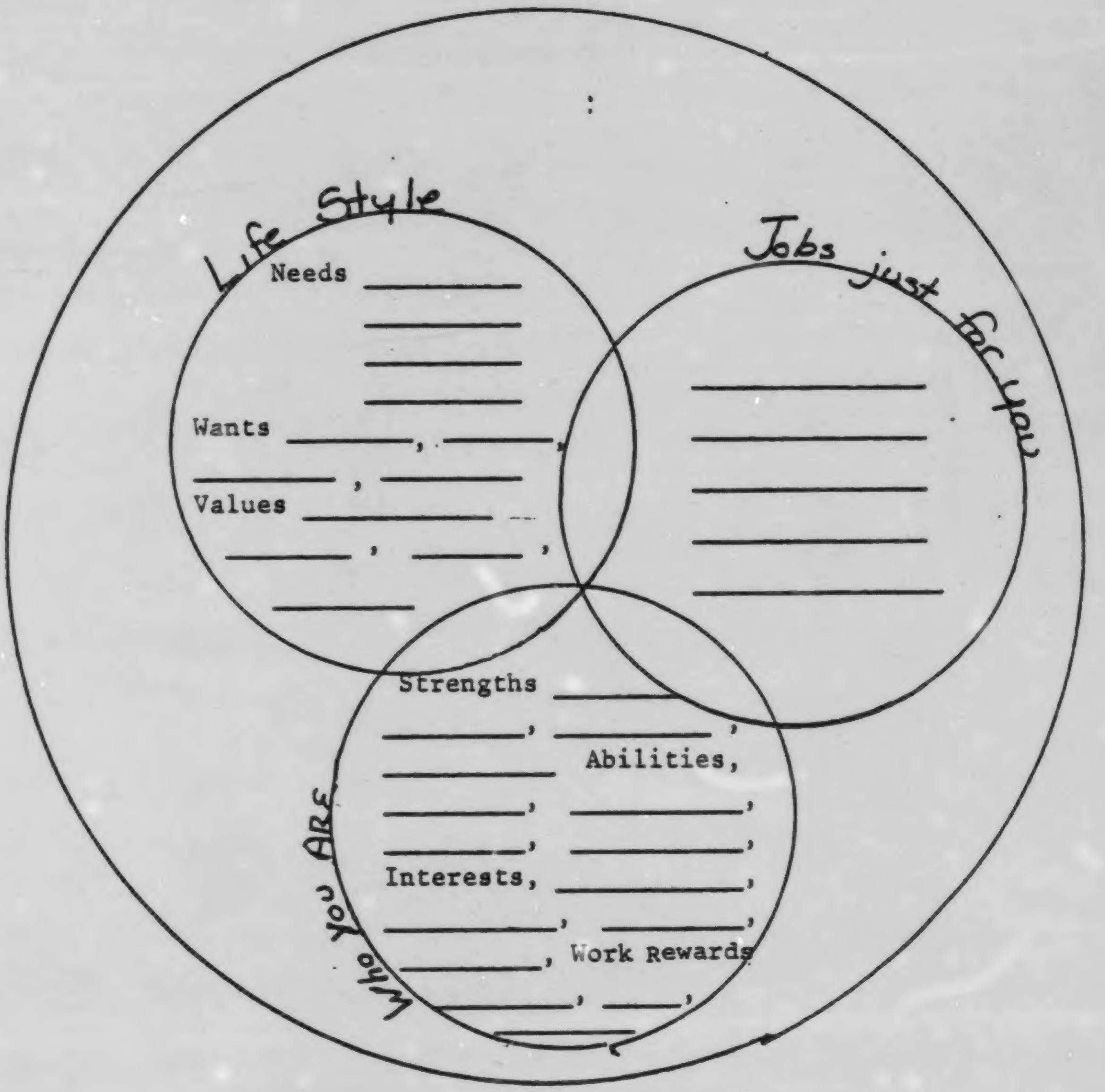
1. Self-fulfillment
2. Esteem
3. Belonging
4. Safety & Security
5. Physical Needs

B. It is best to begin at the bottom to complete the triangle. Remember each stage of the five areas build on each other.



You The Worker

Have Trainees fill out the appropriate boxes with the information for the surveys. A picture is formed of them as workers.



Unit 2 - Targeted Choice

Lesson 4 - Personal Traits - Part IV (Needs and Wants)

A. State; "Part of identifying your values is understanding the wants and needs that motivate you. Do you ever wonder what makes you do things at any given moment? Your wants and needs along with your values play an important role in your actions and decisions. Because wants and needs are so closely related to values and because they are such important motivators, we'd like to spend a little time looking at wants and needs."

1. "Let's start by looking at the descriptions of wants and needs we came up with yesterday."

   a. Review the definitions and examples generated yesterday.
   b. Lead a discussion of wants and needs that includes the following information and questions:

      1) "Sometimes you want something. Wants are usually conscious. When you want something, you know what it is that you want:
         - you want a date
         - you want entertainment."

      2) "Wanting these things motivates you to do something:
         - to ask someone for a date
         - to go to the movies or a concert."

      3) "What are some of your wants?"

      4) "Are the things you want the same as the things you need? If not, how are they related to each other? How do they differ from each other?"

2. Continue: "It might be easier to answer the above questions if we take a closer look at needs. We are motivated many times by our needs. Our needs are not always as clear to us as our wants. For example, you may feel restless, but not know why."

3. Have the students brainstorm a list of needs. Introduce the five area headings from Maslow's pyramid. Help the students place each need from the list of needs under the appropriate heading. For example:

   1. Physical needs - food, water, air, sleep, sex, elimination of body waste, health.

   2. Safety and security - (physical and mental), shelter, clothing, sense of security, money.

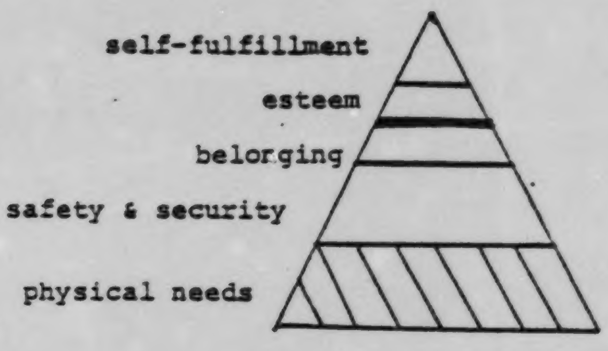
   3. Belonging - having friends or family, being part of a group.

   4. Esteem - recognition, respect, accomplishment.

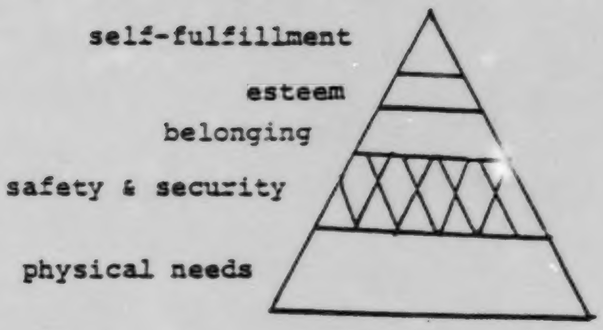
   5. Self-fulfillment - happiness, contentment, sense of being all that you are capable of being.

B. Introduce the triangular form. Distribute the triangle handout, page 2-4-2 to each student. Ask youngsters why they think you used this particular geometric figure. The answer should include: "This structure was chosen because the needs on the bottom must be in place (met) before those on the top can be added or met." Give them the following example and explanation: "A person who is hungry is not going to worry about having friends or accomplishing a goal. He is going to seek food first."

1. Have the students draw lines to denote the importance of each of the five areas. For example:



one youngster's largest area may be physical needs.



Another youngster's largest area may be safety and security.

2. Explain: "Each chart may be different according to what you feel is important or your biggest need. These needs will probably change as you grow and change, or as they are achieved."

C. State: "When the first two primary needs are met, then you are ready to deal with the three remaining." Explain that they are going to see a video tape about a man who is trying to fulfill the top two needs. Tell them to think about what happens to his bottom 3 needs.

1. Show "Where Did Leonard Harry Go?"

2. Discuss the video tape. Some lead questions may be:

   a. "Was Leonard Harry aware of what was wrong?" Repeat that needs are not always clear.

   b. "Where did Leonard Harry go?"

   c. "Have you ever felt like Leonard Harry?"

   d. "Have you ever wished you could do what he did?"

   e. "Do you think if Leonard Harry's job had met his needs for esteem and self-fulfillment he wouldn't have disappeared?"

   f. "What happened to his physical needs, his safety and security, and his sense of belonging?"

Note: This is a good opportunity to reinforce the match between work rewards, abilities, interests, wants and needs. Why choosing the right job is important.

D. Summarize by saying: "Like Leonard, each of us has needs, things which are really important. The thing to remember is that we are all different. Your first need may not be my first need. We have experienced this in the class with the pyramids you have just completed, and also with what you want out of a job. A person's needs are relative to his/her situation. For example, an infant's first need may be to belong, or to be safe and secure. The biggest need of a person without a place to live, is the need for shelter."

E. "Let's get back to the other word in this lesson - 'wants'."

1. Repeat that wants are the things which add to the pleasures or comforts in life. "For example, a house instead of an apartment may be someone's want, a sports car instead of an old sedan may be someone else's want. Our jobs have a lot to do with the fulfillment of these wants. Out jobs support our 'lifestyle'."

2. Have students brainstorm "lifestyle" and arrive at a definition. The definition should include that a lifestyle is based on the following: needs, wants and values. It includes:

   friends
   abilities
   activities
   possessions
   home
   family
   religion
   appearance

3. Distribute the handout "You the Worker" page 2-4-3.

Name ______________________________

Your Piece of Cake

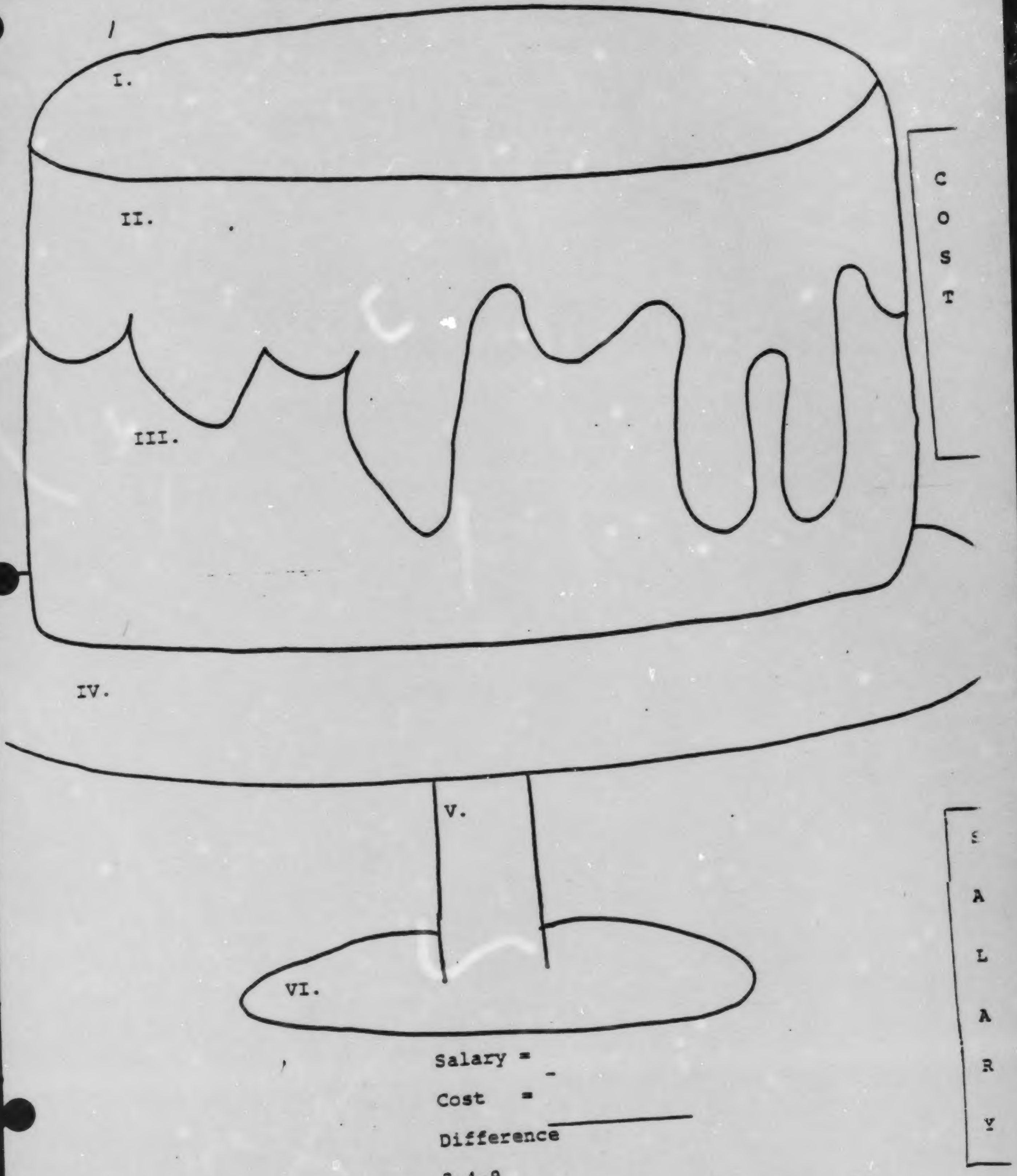
This is the directions for your piece of cake.

I. In area I fill in your needs, in area II your wants, in area III your values. Estimate the cost of this lifestyle and fill that information in the areas marked cost.

II. In area IV fill in your abilities, in area V your strengths, in area VI your job. Estimate by using job resources your salary and place that salary in the salary spaces.

III. Subtract the cost of your lifestyle from your salary. If you have a minus you need to reevaluate either your lifestyle or your job.

Your piece of the cake:



Salary =

Cost =

Difference

2-4-9

Unit 2

Lesson 5

Lesson Overview

Title: Sources of Occupational Information.

Purpose: To provide an opportunity for students to begin their career research.

Equipment: None.

Activities	Time	Resources/Materials
A. Exploring of resources for job information	10 minutes	
B. Comparison of students' inventories and charts to resource information	10 minutes	
C. Questions and Answers	2 mintues	
D. Discussion of resource people	5 minutes	
E. Discussion of resource agencies	5 minutes	
F. Discussion of ways of getting job experience	5 minutes	
G. Summary of unit	3 minutes	
H. "Review Questions"	5 minutes	Handout "Unit Review Questions" page 2-5-2
I. Key to "Review Questions"		
J. (Optional) a trip to a local employment agency or library		

Name ______________________________

Targeted Choice Review Questions

Part I:

Read each statement. If you agree write yes, if you disagree write no.

1. ______ Knowing what my values are gives me a better chance to make decisions that will make me happy.
2. ______ Wants should be taken care of before needs.
3. ______ My friends are part of my lifestyle.
4. ______ I don't need to know much about me to make a good job choice.
5. ______ My values influence the way I meet my needs.
6. ______ Examples of abilities are reading, typing, driving.
7. ______ My interests help me make a good job choice.
8. ______ From your behavior people make decisions about your self-concept.
9. ______ An example of need is water.
10. ______ I'm born with skills.

Part II:

Fill in the blanks with the correct words to complete the sentences.

11. ______ ______ ______ are a part of my lifestyle.
12. ______ ______ ______ are parts of me which I consider in making a job choice.
13. ______ ______ ______ are examples of career areas (work areas).
14. ______ ______ ______ are resources where I can find information on careers.
15. ______ ______ ______ are examples of needs.
16. ______ ______________ are parts of my lifestyle paid for with my sala
17. ______________________ are parts of me which I consider when making a r career choice.

Part III:

Circle the letter which best answers the question.

18. The Dictionary of Occupational Titles
    - a. it is a help wanted listing; it lists jobs which are presently open.
    - b. tells what, why, and how a worker does what he or she does.
    - c. tells how much money you will earn.
    - d. lists the requirements needed to get a job.

19. A good way to find out about jobs is

    a. to read things about work
    b. talk to workers
    c. to do things that give you a chance to try activities related to your work interest
    d. all of the above

20. The following skills belong to which work area - typing, filing, word processing

    a. recreation
    b. repair
    c. mechanical
    d. clerical

21. A good job choice should meet your

    a. needs
    b. wants
    c. abilities
    d. all of the above

Unit 2 - Targeted Choice

Lesson 5 - Sources of Occupational Information

A. State: "We will complete this unit with additional information about jobs. We have dealt with this topic in Unit 1 - the group or clustering system and in this unit in Lesson 3, Range of Work Areas. Let's discuss where you can get information about jobs. This includes job titles, job descriptions, salaries and job requirements."

Note: Be clear that this is not "jobs available" (that will be covered in the Job Search Unit), but "job information".

1. Briefly discuss:

   a. Dictionary of Occupational Titles (D.O.T.) - It's a two volume set, located in most libraries and contains in Volume I 20,000 occupations or job titles. Along with the job titles are brief definitions of a job description. Volume II gives basic information about related jobs, interests, aptitudes, training needed, etc.

   Note: It would be helpful to have the two volumes on hand for the students to look through. These books are fairly complicated and most students will need assistance with them.

   b. Occupational Outlook Handbook - This is a quarterly book which matches the D.O.T. in job titles and codes. The handbook describes fewer jobs but it gives more job descriptive details.

   c. Job publications - These are available at news stands and some libraries.

      1) "Black Careers"
      2) "Career World"
      3) "Collegiate Women's Career Magazine"
      4) "Manpower"
      5) "Monthly Labor Review"
      6) "Trade magazines, union magazines, professional journals.
      7) Some state and local agencies also publish their own employment magazines. NYS Employment Service has several Career and Placement Counselors who can help you review "Applications and Openings," "NYS Occupational Projections," etc.
      8) King Features Career Cluster Comics

         a) Show King Features Career Cluster Comics and pass them around. Tell learners that as they decide which clusters are most interesting to them, you will expect them to read the comics to find out more information about the clusters.

         b) Let learners read some of the comics at this time if they wish to do so.

d. Newspapers

Show examples of want ads and career columns as you continue.

1.) "Newspapers often have regular career columns with such titles as 'Career Corner' or 'Career Facts'. Look in your local paper."

2.) "The classified section of your newspaper has lists of job openings in the local area. Sometimes, you can learn a little about the local job market and about salary ranges and job requirements by reading these sections. Usually these lists are titled 'Positions Available' or 'Help Wanted'."

e. Books

Continue with: "There are many books about careers. Some are about single occupations. They have titles like 'I Want to be....' or 'Your Future In....' Some are about many jobs. Encyclopedia of Careers is one. Others have titles similar to Career Opportunities, Agricultural, Forestry, and Oceanographic Technicians."

Note: The more career information available the better the class. Also the bigger the variety of resources available the better the research.

B. Allow the students an opportunity to check their job choice, against their interests, strengths, abilities and their training (or future training) by using the resource information. Encourage them to be realistic.

Note: Identifying and discussing realistic salary information would be a great plus.

C. After the students have completed their research, ask:

1. "Are you still satisfied with your job choice?"
2. "Will you be able to get the required training?"
3. "Will the salary be enough to support your lifestyle?"

D. State: "Another way to get information about job descriptions and salary is by talking to people who work." Have students brainstorm a list. The list should include:

1. parents
2. relatives
3. friends
4. business owners
5. workers in local businesses
6. retired people

E. Continue: "There are also people who earn money helping people understand job information, they are called Career or Job Counselors."

These people are found in employment agencies such as the N.Y.S. Employment Services and sometimes in human service agencies such as the Urban League, or Boys/Girls Clubs, to name a few."

Note: You may wish to check your area to see what's available and invite a counselor in as a resource.

F. Conclude the lesson by listing or having students brainstorm responses to: "Good ways to experience or 'try out' different job tasks are through:

1. Hobbies
2. Club activities
3. Courses at school
4. Volunteer work
5. Part-time work
6. Work experience programs
7. Any other activities instructor and/or students can think of."

As, or after you present this list, have students plug in how these can give them job experience.

G. Summarize Unit - briefly highlight:

1. Development of a lifestyle - needs, wants, values

2. Understanding of personal traits needed to match student to a job - interests, strengths and abilities.

3. Sources of occupational information -

   a. Books
   b. Newspapers
   c. Magazines
   d. People - parents, relatives, friends, etc.
   e. vocational counselors and instructors
   f. Employment agencies
   g. Unions

4. Experience for employment can be achieved through:

   a. Hobbies
   b. Club activities
   c. School courses
   d. Volunteer work
   e. Part-time work
   f. Work experience

H. Distribute Review Questions page 2-5-2. Give students time to complete. Review answers and discuss as needed.

I. Key for Review Questions.

Part I

1. Yes
2. No
3. Yes
4. No
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. No

Part II

11. friends, jobs, needs, wants, values
12. strength, abilities, interest
13. clerical, building, legal
14. books, newspapers, counselors, unions, agencies
15. food, shelter, clothing
16. activities, shelter, car, type of clothing, friends
17. strengths, interest, abilities, lifestyle, values, work ethics

Part III

18. b
19. d
20. d
21. d

J. (Optional) A trip to a local employment agency or library.

OVERVIEW OF UNIT 3 - "THE JOB SEARCH"

Unit Purpose

To have students:

- Understand the image of a job seeker.
- Learn about the papers needed to conduct a job search.
- Become aware of the many resources available to job seekers, and learn how to use them, with special emphasis on want ads and agencies.
- Learn how to conduct a job search and contact employers.

Unit Lessons

Lesson 1 - What is a Job Search? This introduces the idea of a job search and the need for applicants to "sell" themselves. Students identify the papers needed to conduct a job search.

Lesson 2 - Papers You May Need (and How to Get Them). This reviews in depth the four legal papers students might need and discusses how to apply for them.

Lesson 3 - What Am I Selling? This helps students organize their personal data on a convenient form.

Lesson 3S - Resume Writing. This is a supplemental lesson for advanced students. It reviews the basics of resume writing.

Lesson 4 - Resources. A look at 14 potential resources which can aid youths in a job hunt, and how to use them.

Lesson 5 - Using Help Wanted Ads. To teach students how to find and use newspaper want ads.

Lesson 6 - Employment Agencies. This explains the three basic types of employment agencies: government, private and temporary.

Lesson 7 - Making Contact. This discusses how to contact potential employers and follow-up on job leads.

Lesson 7S - Proper Letter Writing Format. To teach students the correct format for writing and mailing a business letter.

Lesson 8 - Unit Summary. The Unit is reviewed and students learn about developing a job search strategy.

UNIT 3 - "THE JOB SEARCH"

Unit Notes

This unit begins the material most youths think about when told they will be in a job readiness course. It covers the full spectrum of the job search. The students have generally been very interested in this material. Unit 2 information can be drawn upon during this unit, and a good foundation is laid for the next three units. Lesson 7 - "Making Contact" - ties in closely with Unit 4, Lesson 6.

The material in this unit is well suited for field trips, speakers or field research. Any one of the 14 job search resources (Lesson 4) can provide a context for a trip, a speaker, or for students to do some exploring. Lessons 2, 5, and 6 can easily be taught out of the classroom. A practical application of this information greatly increases the students' ability to use it after the program ends. It also provides a nice break from the classroom.

With community-based youth, this can be an ideal way to shorten the course duration; much of this learning can take place outside of class time as students complete assigned tasks such as applying for a Social Security card or visiting the Job Service. Students can be assigned different tasks and each one can report to the class on his/her experience.

For facility-based students, bringing in speakers can help make this course more real, especially if the speakers bring in some "real material", e.g., applications, brochures, etc.

This unit is important for all youth ages 14 and up interested in working. Very little of this material should be deleted or limited.

Unit 3

Lesson 1

Lesson Overview

Title: What is a Job Search?

Purpose: To introduce the idea of a job search and the need for students to "sell" themselves. To identify the papers needed to conduct a job search.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Unit Introduction	10 minutes	
B. "Sell Yourself" video tape	15 minutes	Videotape - "Sell Yourself"
C. Discussion of video	5 minutes	
D. Questions and Answers	2 minutes	
E. Papers you need - brainstorm	10 minutes	
F. Wrap-up	1 minute	
G. Questions and Answers	2 minutes	
Note: This lesson may run short of 45 minutes. If you finish early, go on to the next lesson. They connect smoothly.		

Lesson 1 - What is a Job Search?

A. Introduce the lesson by telling students that the job search is a process of trying to match what they have to offer an employer with what an employer is searching for in a prospective employee. You may elaborate by paraphrasing the information listed below. Encourage student discussion of their experiences and opinions.

1. "When an employer interviews you for a job he's considering that match; thinking about buying your time and skills, a pay period at a time. Making that match between what you bring an employer and what an employer is looking for, is what this unit, and in large part, the next three units - Communication, Applications, and Interviewing are all about."

2. "By now, we hope each of you has a sense of your real strengths as future job holders. We've looked at personal values, interests, abilities and examined the range of jobs that exist. We've tried to narrow that range down to a target size in the last unit. Now we want to directly address the job search process, bringing your marketable beginning skills and abilities to the attention of employers to your best advantage."

3. "It is a full time job to be the determined job seeker who becomes a job finder. The job search includes several steps besides actually knocking on doors, steps you need to know before you launch a personal job search."

4. "This unit will help you to learn where you can go for help in looking for a job, what kinds of papers you may need and where and how to get them, how to make a personal fact sheet to carry with you to help with the job application process. You will also learn how to find job openings and contact an employer."

5. (Optional) If you plan to teach how to write resumes and/or job search letters, mention that. These are recommended only for students with good writing skills. (see Lesson 3S and Lesson 7S).

B. Introduce the video tape "Sell Yourself" by saying; "A group of kids in Utica got together and made a film about the job search process." "We thought you might enjoy seeing what they felt was most important in the job search." Then show the video or review any other materials you choose which address this area.

Note: Skip the introductory portion with the still pictures shown in Unit 1. Begin with #042, a shot of Bob in a bus stop shelter reading the want ads.

C. Discuss the students' impressions of the video. Here are several questions that can be posed to stimulate discussion. You may write the answers on a flip chart and discuss as appropriate.

1. "What do you think the youth who made the video thought were the most important things to know about the job search process?"

2. "Do you think they missed any important topics?"

3. "Why are these things important?", or "Why do you suppose the kids in Utica (who made this film) thought that these things were important enough to put into a videotape?"

D. Questions and Answers.

E. Ask the students if they think there are any special papers, forms or permission(s) people need in order to get a job. Ask them if they think people under 18 need any special or different papers than people over 18. Answers may be written on flip chart if desired. The discussion should include the following points. Everyone needs a Social Security Card (which indicates that they have been registered in the Social Security system). Some jobs may also require driving, so these employees must have a driver's license. In addition, youth under 18 generally need working papers, and may be forbidden by law from working in certain occupations or under certain conditions. They will probably also need a copy of their birth certificate (or other proof of age) as well as a completed medical certificate to get their working papers. Proof of age may also be required at times by an employer after a worker is hired. Discuss any other papers that students feel are required. Save the list of papers brainstormed above for tomorrow.

F. Conclude the lesson with: "Tomorrow we will take a look at how you get these papers."

G. Questions and Answers.

Note: This lesson may run short. If you finish before the end of the class period, you may begin the next lesson. The two lessons flow well together.

Unit 3

Lesson 2

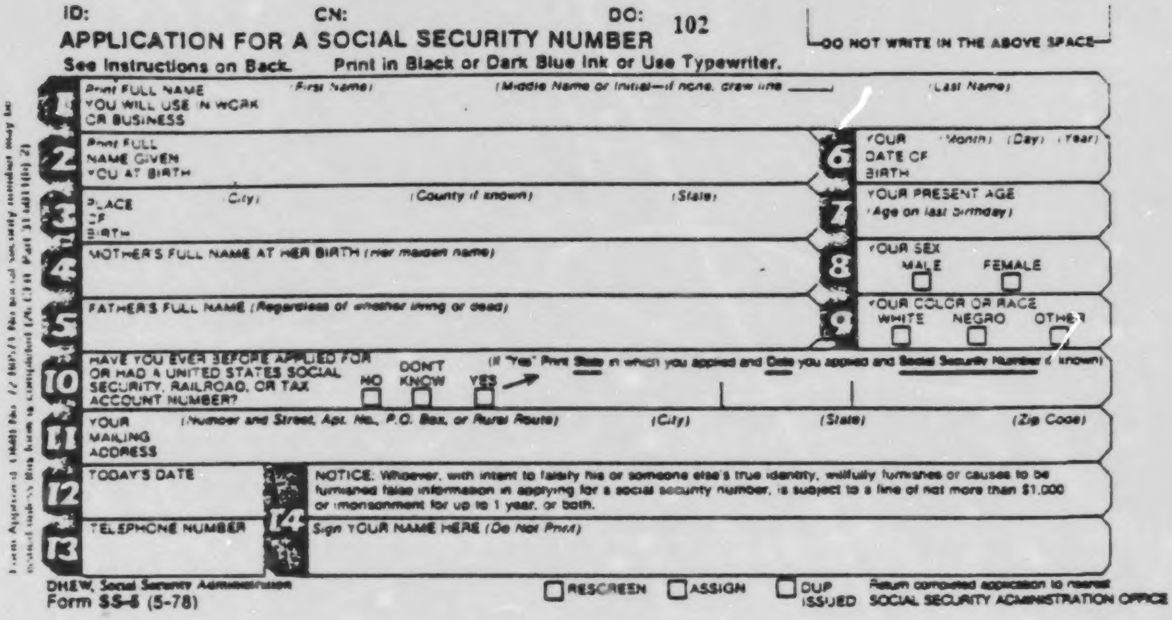
Lesson Overview

Title: Papers You May Need (and How to get Them)

Purpose: To have youth understand what these papers are, and how to obtain them. Students may practice completing applications.

Equipment: None.

Activities	Time	Resources/Materials
A. Review list from prior lesson	5 minutes	
B. Social Security Cards	5-15 minutes	Sample application and questions, page 3-2-2 and/or actual Social Security card applications (request from S.S. Office).
C. Working Papers	5-15 minutes	(Optional) Application forms and brochure, page 3-2-9 and following; D.O.L. Booklet - "Labor Laws for Minors" (not included).
D. Birth Certificates	5-10 minutes	Handout - Sample letters, pages 3-2-3 and 3-2-4.
E. Driver's License	5-10 minutes	(Optional) "Rules of the Road" booklets; Driver's license applications (not included).
F. Questions and Answers	5 minutes	
Note: If students are familiar with this information, this lesson can be as short as 30 minutes. You may want to continue into the next lesson.		



ID: CN: DO: 102

APPLICATION FOR A SOCIAL SECURITY NUMBER

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1 Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line ___) (Last Name)

2 Print FULL NAME GIVEN YOU AT BIRTH

3 PLACE OF BIRTH (City) (County if known) (State)

4 MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5 FATHER'S FULL NAME (Regardless of whether living or dead)

6 YOUR DATE OF BIRTH (Month) (Day) (Year)

7 YOUR PRESENT AGE (Age on last birthday)

8 YOUR SEX MALE ☐ FEMALE ☐

9 YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10 HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ → (If "Yes" Print State in which you applied and Date you applied and Social Security Number if known)

11 YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12 TODAY'S DATE

13 TELEPHONE NUMBER

14 NOTICE: Whoever, with intent to falsify his or someone else's true identity, willfully furnishes or causes to be furnished false information in applying for a social security number, is subject to a fine of not more than $1,000 or imprisonment for up to 1 year, or both.

Sign YOUR NAME HERE (Do Not Print)

DHEW, Social Security Administration
Form SS-5 (5-78)

☐ RESCREEN ☐ ASSIGN ☐ DUP ISSUED

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

1. Can you complete this application in pencil or with red pen? ______________

2. Where are the directions for filling out this form? ______________

3. What does "maiden name" mean? ______________

4. What is your date of birth (Write it as they ask for it on this form)? ______________

5. Are the questions on this form legal? ______________

6. What does the "NOTICE" at number 14 mean? ______________

7. Show how you would complete #14. ______________

BEST COPY AVAILABLE

Your home address: 203 E. 96th St.
New York, New York 10028

Today's date: August 4, 1980

New York City Health Dept.
Division of Vital Records
125 Worth Street
New York, N.Y. 10013

Dear People:

Please send me a copy of my birth certificat
I was born in the Bronx on April 3, 1965.
My mother's maiden name was Denise Johnson and
ny father's name is not known.
I was told that there is a charge of $3.50 for
copy of a birth certificate. I have enclosed a
money order for that amount, made out to the Health D
I have also enclosed a self-addressed stamped envelope.
I would appreciate it if you would send it to me as
soon as possible.
Thank you for your help.

Sincerely,

Sign your name: James J. Johnson

Type or print your name: James J. Johnson

Note: You can send a check instead of a money order, but don't send cash.

Your home address: 432 Baker Street
Ithaca, New York 148

Today's date: August 4, 1980

Vital Records
New York State Dept. of Health
Tower Building
Empire State Plaza
Albany, N.Y. 12237

Dear People:

Please send me a copy of my birth certificate.

I was born in Warrensburgh, New York, on May 7, 1963. My father's name is Jason T. Lewis and my mother's maiden name was Lorraine S. Lombardo.

It is my understanding that there is no fee charged when a copy is needed for employment purposes I need my birth certificate to obtain working papers. I would appreciate it if you would send it to me as soon as possibl

Thank you for your help.

Sincerely,

Sign your name: Michelle J. Lewis

Type or print your name: Michelle J. Lewis

Note: If you need a birth certificate for other purposes, it costs $5.00

3-2-4

Lesson 2 - Papers You May Need (and How to Get Them).

A. Review the list of papers brainstormed yesterday. Isolate: birth certificate, working papers, social security card, and driver's license.

B. Social Security Cards

1. Ask learners what a Social Security Card is and how a person gets one. If learners are familiar with the topic, the discussion may be brief. State that all youth should have a Social Security Card. Find out how many learners do not have Social Security Cards. For DFY youth, inform counselors of any learners who do not have a card so that one can be obtained; or have students complete the application in class. If students are unfamiliar with this topic, you may wish to review the following information in depth before asking who does not have a Social Security Card.

   a. "Everyone who plans to work must have a Social Security Card. The number on your Social Security Card will be your government identification number all your life. It's called your Social Security Number. You'll use it on job applications, income tax forms, bank accounts and lots of other forms in your life. Having the card helps you make sure you remember your number correctly, but knowing your number is the important thing."

   b. "Every pay day your employer will withhold a certain amount from your salary to go to the government for Social Security. Your employer also contributes an equal share into your Social Security Account. When you are old and retire (stop working), you will receive Social Security money to help meet your expenses. The amount you will get depends on how long you worked and how much you earned."

   c. "Social Security helps people in other ways too. It is a kind of insurance that most workers in the United States have. It helps children whose working parent(s) dies before the child is 18, and it helps workers who become injured and are permanently disabled (unable to go to work)."

   d. "You can apply for a Social Security Card (and number) at any District Office of the Social Security Administration. To find the office in your area, look in the white pages of the telephone directory under United States Government, Health, Education and Welfare, Social Security Administration. To obtain a card requires

d. contd.

completing an application form and being able to provide proof of age witn a birth certificate, or baptismal or school records that show your age. You must also have proof of identity." (This proof should consist of one or more of the following: Driver's license, school records, report card, membership records from a church or youth organization - Boys' Club, Girl Scouts, etc.). Let students know that it usually takes 6-8 weeks to get a card.

2. If desired, you may distribute a handout with a Social Security application form and questions (page 3-2-2). You may have students read it themselves and answer the questions, and/or use it as a basis for class discussion.

3. If you haven't already found out, ask: "Who does not have a Social Security Card?"

4. (Optional) Have those students without cards (or all students as practice) complete the application and mail them in. Blank forms can be obtained from any Social Security Office,or use the one on page 3-2-2. (If a student has a number, but no card, s/he should note that on the application when applying for a new card. It's important that they always keep the same number to get the maximum benefits when they retire.)

C. Working Papers. Ask students: "What are working papers? Who needs them? What do they say? Why do you need them?" The discussion should include that working papers are needed by all employed youth under 18. Working papers are a state requirement designed to make sure that employed youth are physically capable of working, that schools know and approve of student employment,* and that employers know the age of young workers so there are no violations of child labor laws. (Without getting too detailed, briefly describe the child labor restrictions. These are summarized on the back of the working paper application (3-2-10), in Lesson 7 (3-7-7), and in New York State and federal Departments of Labor publications.)

1. State that all youth should have working papers. Ask how many of the learners do not have them. Ask if they know how to get them. They can be obtained from a high school guidance office or the school district's main office. The

---

* This came about as a result of the child labor problems. While schools technically have the right to refuse an application for working papers, this is rarely, if ever, done.

1. contd.

applications are complicated. Tell the students to ask the secretary to help them fill out the application. (DFY facilities, please note: Working paper applications can be supplied by the Youth Employment Unit, Central Office, (518) 473-4789.) All students 14-17 who do not have working papers, should apply for them. Students 16-17 who received working papers when they were 14 or 15 should get new ones. The papers for 16-17 year olds are slightly different. It may be helpful to get some samples to pass around.

Note: Youth under 14 years of age cannot get working papers except for newspaper carrier - minimum age 12) and so are prohibited from most steady jobs. (See Department of Labor booklets for details.)

2. You may wish to review sample application forms and physical fitness certification form with learners. Copies of these forms are appended to this lesson, pages 3-2-9 and following. They are fairly complex, but it may be helpful to show who gets involved in completing these applications (a doctor, parent/guardian, and the youth). Note that sections for the employer to fill out are not usually required.

D. Birth Certificates

1. Tell the students that proof of age requirements for working papers and other applications can be easily met with a birth certificate. To get a copy of their birth certificate, they can write to: Vital Records, New York State Department of Health, Tower Building, Empire State Plaza, Albany, New York 12237, or call (518) 474-3075, if they were born in New York State but outside New York City; or if they were born in New York City, New York City Health Department, Division of Vital Records, 125 Worth Street, New York, New York 10013.

2. Distribute copies of sample letters on pages 3-2-3 and 3-2-4. Tell learners that they can follow these examples when and if they ever want or need copies of their birth certificates. Tell them that birth certificates from New York City cost $3.50 and those from the State are free if they are needed for employment purposes.

3. Note that only official copies of birth certificates are usually accepted. Xeroxed copies are usually not allowed. (How do they tell the difference? Official copies have a raised or attached seal; a xeroxed copy won't have that.)

E. Driver's License

1. Briefly review the following information regarding driver's licenses. State: "Some jobs require a driver's license. These jobs usually require the worker to be at least 18 years old, sometimes 21 or 25. This is because of insurance restrictions, not because of licensing or labor laws."

   State that: "There are different classes of license for different kinds of motor vehicles. If you are 16 or older, you may apply for a Motor Vehicle Operator's License at your local county office building (County Clerk, Motor Vehicle Section - Driver's Licenses and Road Test Unit.) The usual procedure is to fill out the application form and obtain a copy of "Rules of the Road" to study. Once familiar with the rules an appointment for a written test can be made. The written test must be passed before a temporary learner's permit will be issued. The learner's permit allows for practice to learn how to drive a car. It limits when and with whom one may legally practice. Once enough practice driving has been done to feel comfortable and competent as a motorist, a road test can be scheduled through the same county office. Successfully meeting road test standards qualifies one to obtain a New York State Motor Vehicle Operator's License."

2. (Optional) You may wish to obtain copies of "Rules of the Road" and/or sample forms for students to look at, or you may do this as part of a Life Skills course.

F. Questions and Answers.

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Form AT-17

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

APPLICATION FOR EMPLOYMENT CERTIFICATE

See reverse side of this form for information concerning employment of minors

All signatures must be handwritten in ink, and applicant must appear in person before the certificating official.

PART I — Parental Consent — (To be completed by applicant and parent or guardian)

Parent or guardian must appear at the school or issuing center to sign the application for the first certificate for full-time employment, unless the minor is a graduate of a four-year high school and presents evidence thereof. For all other certificates, the parent or guardian must sign the application, but need not appear in person to do so.

Date ____________

I, ____________ Age ______, ____________ (Social Security Number)

Home address ____________ (Number and Street) (Place), apply for a certificate as checked below:

- ☐ Nonfactory Employment Certificate — Valid for lawful employment of a minor 14 or 15 years of age when school is not in session and during vacation periods.
- ☐ Student General Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age when school is not in session and during vacation periods.
- ☐ Full-Time Employment Certificate — Valid for lawful employment of a minor 16 or 17 years of age who is not attending day school.

I hereby consent to the required medical examination and employment certification as indicated above.

____________ (Signature of Parent or Guardian)

PART II — Evidence of Age — (To be completed by issuing official only)

____________ (Date of Birth) — Check evidence of age accepted — Document # (if any) ____________

Birth Certificate   Schooling Record   Other ____________ (Specify)

PART III — Certificate of Physical Fitness

Applicant shall present a Certificate of Physical Fitness from a school or private physician. Said examination must have been given within 12 months prior to issuance of the employment certificate.

If the Certificate of Physical Fitness is limited, the issuing official shall issue a Limited Employment Certificate (valid for a period not to exceed 6 months), and enter the limitation on the employment certificate.

PART IV — Pledge of Employment — (To be completed by prospective employer)

Part IV must be completed only for (a) a minor with a medical limitation and (b) for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age who is not employed to attend school, according to Section 3205 of the Education Law.

The undersigned will employ ____________ residing at ____________

as ____________ (Description of Applicant's Work) at ____________ (Job Location)

for ______ days per week ______ hours per day, beginning ______ a.m. ______ p.m.

____________ (Name of Firm) Factory ending ______ a.m. ______ p.m.

Nonfactory ____________ (Address of Firm)

____________ (Telephone Number) Starting date ____________ ____________ (Signature of Employer)

PART V — Schooling Record — (To be completed by school official)

Part V must be completed only for a minor 16 years of age who is leaving school, and resides in a district (New York City and Buffalo) which require a minor 16 years of age to attend school, according to Section 3205 of the Education Law.

I certify that the records of ____________ (Name of School) ____________ (Address)

show that ____________ (Name of Applicant) whose date of birth is ____________

is in grade ____________ ____________ (Signature of Principal or Designee)

PART VI — Employment Certification — (To be completed by issuing official only)

Certificate Number ____________ Date Issued ____________

____________ (School or Issuing Center) ____________ (Address) ____________ (Signature of Issuing Official)

THIS APPLICATION DOES NOT AUTHORIZE EMPLOYMENT

C. F. WILLIAMS & SON, ALBANY, N. Y.

3-2-9

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APPLICATION FOR EMPLOYMENT CERTIFICATE (Side 2)

GENERAL INFORMATION

An Employment Certificate (Student Nonfactory, Student General, or Full Time), may be used for an unlimited number of successive job placements in lawful employment permitted by the particular type of certificate.

An Employment Certificate is valid for 2 years from the date of issuance, with the exception of a Limited Employment Certificate. A Limited Employment Certificate is valid for a maximum of 6 months, and may be accepted only by the employer indicated on the certificate.

A new Certificate of Physical Fitness is required when applying for a different type of employment certificate, if more than 12 months have elapsed since the previous physical for employment.

An employer shall retain the certificate on file for the duration of the minor's employment. Upon termination of employment, or expiration of the employment certificate's period of validity, the certificate shall be returned to the minor. A certificate may be revoked for cause.

A minor employed as a Newspaper Carrier, Street Trades Worker, Farmworker or Child Model, must obtain the Special Occupational Permit required.

A minor 14 years of age and over may be employed as a caddy, babysitter, or in casual employment consisting of yard work and household chores when not required to attend school. Employment certification for such employment is not mandatory.

An employer of a minor in an occupation which does not require employment certification should request a Certificate of Age.

PROHIBITED EMPLOYMENT

Minors 14 and 15 years of age may not be employed in, or in connection with a factory (except in delivery and clerical employment in an enclosed office thereof), or in certain hazardous occupations such as; construction work, helper on a motor vehicle, operation of washing, grinding, cutting, slicing, pressing or mixing machinery in any establishment, painting or exterior cleaning in connection with the maintenance of a building or structure, and others listed in Section 133 of the New York State Labor Law.

Minors 16 and 17 years of age may not be employed in certain hazardous occupations such as; construction work, helper on a motor vehicle, the operation of various kinds of power-driven machinery, and others listed in Section 133 of the New York State Labor Law.

HOURS OF EMPLOYMENT

Minors may not work during the hours they are required to attend school.

Minors 14 and 15 years of age may not be employed in any occupation (except farmwork, and delivering, or selling and delivering newspapers):

A. After 7 p.m. or before 7 a.m.

B. When school is in session: More than 3 hours on any schoolday, more than 8 hours on a nonschoolday, more than 6 days a week, for a maximum of 23 hours per week.

C. When school is not in session: More than 8 hours on any day, six days a week, for a maximum of 40 hours per week.

Minors 16 years of age enrolled in day school may not be employed:

A. After 12 midnight or before 6 a.m.

B. When school is in session: More than 4 hours on any schoolday, more than 8 hours on a nonschoolday, more than 6 days a week, for a maximum of 28 hours per week.

C. When school is not in session: More than 8 hours on any day, six days a week, for a maximum of 48 hours per week.

Minors 17 years of age enrolled in day school may not be employed:

A. After 12 midnight or before 6 a.m.

B. Generally — More than 8 hours a day, six days a week, for a maximum of 48 hours per week.

Minors 16 and 17 years of age who do not attend day school may not be employed:

A. After 12 midnight or before 6 a.m.

B. Generally — more than 8 hours a day, six days a week, for a maximum of 48 hours per week.

EDUCATION LAW, SECTION 3233

"Any person who knowingly makes a false statement in or in relation to any application made for an employment certificate or permit as to any matter required by this chapter to appear in any affidavit, record, transcript, certificate or permit therein provided for, is guilty of a misdemeanor."

3-2-10

Medical Form To Accompany Working Paper Appications

AT-16

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

PHYSICAL FITNESS CERTIFICATION

(name of school) (address)

(name of applicant) (address)

(date of birth) (sex)

INSTRUCTIONS: Complete part A unless certificate is limited — in which case complete part B.

A. I hereby certify that I have examined the above named applicant and find he is physically qualified for lawful employment.

(date) (signature of physician and address)

B. I hereby certify that I have examined the above named applicant and find he has a disability that requires limited employment.

(1) Disability —

(2) Occupation —

(3) Employer —

(date) (signature of physician and address)

If a limited certificate is indicated, the disability, occupation, and employer must be indicated to make this certificate valid.

C. F. WILLIAMS & SON, ALBANY, N. Y.

IF YOU E 16 or 17

You may work in a factory, as well as in other places.

Generally, if you are not attending regular day school, you may work 6 days, 48 hours a week.

If you are 16 and attending school, you may work up to 4 hours a day, Monday through Friday, 8 hours on weekends and holidays, up to 6 days in one week for a maximum of 28 hours. During vacations, you may work 6 days, 48 hours a week. If you are 17 and attending school, you may work outside school hours and during vacations, 6 days a week for a total of 48 hours.

If you work as a newspaper carrier or in a street trade, you may work the same hours as indicated for a newspaper carrier 12 and 13. Generally, you may work between 6 a.m. and midnight.

You need working papers for any job, except the following: farming; caddying; baby-sitting; casual employment consisting of household chores and yard work in and about a residence or the premises of a non-profit organization; and if a college student, working for a non-profit college, fraternity, sorority, student association or faculty association.

3-2-12

NEW YORK STATE DEPARTMENT OF LABOR
Division of Labor Standards

PREPARED BY THE
OFFICE OF PUBLIC INFORMATION
BUILDING 12, STATE CAMPUS
ALBANY, NEW YORK 12240

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P 332 (3-78)

FACTS
FOR
TEENAGERS UNDER 18
ABOUT
WORKING PAPERS

STATE OF NEW YORK
Hugh L. Carey, Governor
DEPARTMENT OF L OR
Philip Ross, Industrial Commissioner

KINDS OF WORKING PAPERS

- **STUDENT NON-FACTORY EMPLOYMENT CERTIFICATE** - For boys and girls 14 and 15 who plan to work during vacations or after school hours. Not legal for work in factory workrooms or for work involving use of dangerous machinery or chemical processes.

- **STUDENT GENERAL EMPLOYMENT CERTIFICATE** - For boys and girls 16 and 17 who attend school and plan to work during vacations or after school hours. Valid for factory and other types of work. However, not valid for hazardous employment such as operating certain power driven machines, construction work or for work as a helper on a motor vehicle.

3-2-13

- **FULL-TIME EMPLOYMENT CERTIFICATE** - For boys and girls 16 and 17 who are not attending school or who are leaving school for full-time employment. Valid for factory or other types of work. Not valid for hazardous employment such as operating certain power driven machines, construction work or for work as a helper on a motor vehicle.

- **SPECIAL OCCUPATIONAL PERMITS**

Farm Work Permit - For boys and girls 14 and 15 for any farm work, and for boys and girls 12 and 13 for farm work limited to picking berries, fruits or vegetables. May be used for any farmer-employer but each farmer must sign permit.

Newspaper Carrier Certificate - For boys and girls from 12 years old to 18 who deliver, or sell and deliver, newspapers, shopping papers or periodicals door-to-door.

Street Trades Certificate - For self-employed boys and girls 14 to 18 working in a street trade, as bootblack or selling newspapers in the street or public places.

NOTE: The Student Non-Factory Employment Certificate, the Student General Employment Certificate, and the Full-Time Employment Certificate are valid for two years and may all be used for more than one employer.

When a minor leaves employment he should obtain the employment certificate from the employer.

To obtain Working Papers, you must:

FIRST - Get information and application form from your school office. If you are not attending school, or if you apply during vacation periods, obtain the address of the certificating office from the school nearest your home.

THEN - Complete the application form which requires:

- The signature of your parent or guardian;
- Your birth or baptismal record;
- A doctor's certificate showing that you are physically fit to work. (This certificate is *not* required for newspaper carrier permits if the applicant is qualified to participate in the school's physical education program.)
- Your school record, if you are leaving school;
- When leaving school for full time employment, a "Job Description", filled out by your employer.

IF YOU A[illegible] 12 or 13

When [illegible]ttendance at school is not required. Y[illegible]ork as a newspaper carrier, on a farm picking berries, fruits or vegetables, or in any farm work on the home farm.

During vacation periods and when school is not in session, you may work as a newspaper carrier 5 hours a day between 6 a.m. and 7 p.m. When school is in session, you may work as a newspaper carrier 4 hours a day between 6 a.m. and 7 p.m. During vacation periods and when school is not in session, you may work picking berries, fruits or vegetables up to 4 hours a day between 9 a.m. and 4 p.m. You must be accompanied by a parent or present written consent of parent to employer. You need working papers, except for work on the home farm.

IF YOU ARE 14 or 15

When your attendance at school is not required. You may work in stores, offices, and other places, except in a factory workroom. You may do delivery or clerical work in an enclosed office of a factory, and in dry cleaning stores, shoe repair shops, and similar service stores.

When school is not in session, you may work 6 days a week, up to 8 hours in any one day and up to 40 hours in any one week.

When school is in session, you may work 3 hours a day, Monday through Friday, 8 hours a day on weekends and holidays, up to 6 days in one week for a maximum of 23 hours.

If you work as a newspaper carrier or in a street trade, you may work the same hours as indicated for a newspaper carrier 12 and 13.

Hours regulations do not apply to farm work.

You need working papers for any job, except the following: work on the home farm; caddying; babysitting; casual employment consisting of household chores and yard work in and about a residence or the premises of a non-profit organization, which does not involve the use of power-driven machinery.

You need Working Papers - Apply at your School Office NOW!

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Unit 3

Lesson 3

Lesson Overview

Title: What Am I Selling?

Purpose: To help students organize their personal data, work and educational history, and to highlight their qualifications.

Equipment: None

Activities	Time	Resources/Materials
A. Introduce the lesson and idea of a resume or fact sheet	2 minutes	
B. Summarize selling points from earlier exercises	5-10 minutes	Handouts from earlier unit.
C. Introduce "Personal Fact Sheet" page 2	2 minutes	Handouts:"Personal Fact Sheet" (page 3-3-2 and 3-3-3).
D. Summarize job experience	6 minutes	
E. Other qualifications	5-10 minutes	
F. Check over students' work	5 minutes	
G. Fact Sheet page 1 - discussion	5 minutes	"Personal Fact Sheet" (page 3-3-2)
H. Fact Sheet page 1- completion	5-10 minutes	
I. Check over students' work	5 minutes	
J. Discuss completed forms	3 minutes	
K. Questions and Answers	2 minutes	
L. (Optional) Students write an ad selling themselves as workers.	5-15 minutes	

My Personal Fact Sheet

One way of organizing the facts most commonly needed in a job search is to fill out a form like this:

Name ______________________________ Phone ________________

Address ____

Social Security # ___________________ Date of Birth __________

	School &	Years	Dates Attended				Courses	Graduated
		com-	From		To			
	Location	pleted	mo.	yr.	mo.	yr.	Major	Degree
Elementary								
High School								
College								
Other								

Extra-Curricular Activities: ___________________________________

Interests/Hobbies: ____

References

Name Address	Phone No. Occupation	Relationship How Long Known
1.		
2.		
3.		

Job Experience - Starting with most recent position.

	1	2
Company Name		
Address		
Phone		
Type of Business		
Supervisor		
Job Title		
Salary:	Starting _____ Ending _____	Starting _____ Ending _____
Date - From/To		
Job Duties		
Reason for Leaving		

Strengths, Abilities, Skills I Can Offer:	Demonstrated by:

Unit 3 - The Job Search

Lesson 3 - What Am I Selling?

A. Introduce the lesson by saying: "As you remember from the film 'Sell Yourself', it is important to put your best foot forward, to present the best image of yourself. One way to get started with that is by writing down your good points on a piece of paper, summarizing your sales pitch."

"When we discussed the papers you may need for working, someone mentioned resumes." (If no one did, mention it now as another paper needed.) "A resume is one way of listing your experience. It is a way of advertising yourself, and you send or give it to employers for whom you would like to work. Another form is called a Personal Fact Sheet. This isn't as well known as a resume, but it can be even more helpful. It's something you keep with you to help you fill out applications and do well in interviews. We will begin developing your personal fact sheet today." (Resume writing is optional and discussed in lesson 3S. If you think it would be appropriate for your class, and plan to teach it, mention that here.)

B. Continue with: "Before a person can fill out a personal fact sheet (or write a resume), he/she should be sure to have a clear picture of his/her good points. What do those consist of?" (Strengths, abilities, skills, values, experience, training, education, etc., After brainstorming, tie these back to relevant self-awareness exercises from the previous unit. Help learners go through their papers and identify those papers which are relevant. Be sure to pull their "Range of Work Areas" handout (page 2-3-2), their "Strength" handout (page 2-1-2) and the "You the Worker" (circles) handout (page 2-4-3).

C. Distribute the "Personal Fact Sheet" handout, page 3-3-2, and 3-3-3. Tell the students to turn to page two. State: "We're starting with page two because this is where all the information we just collected from the self-awareness exercises plugs in. We'll get back to page one soon."

D. Job Experience

1. Ask students why an employer might want to know all this information about their previous jobs. As if they believe that these questions exist on applications. Tell students that knowing your job title or the name of your company isn't enough. Say that most applications ask at least 4 questions about each job they have had, some ask up to ten!

2. Help students identify their past job experiences. If they did odd jobs, have them list that as being self-employed;

if they did volunteer work over a period of time, have them list that. If they worked in a DFY administered program, have them list the employer as: "New York State (youth employment program)" or "CETA training program", or whatever it was, but they shouldn't specify DFY as the employer.

3. If they have limited experience, ask if they have thought of doing work without pay to get more experience.

4. Reason for Leaving. This can be a tough one to answer. Students should not lie, but should not just put down "fired" or "quit". If they left under negative conditions, they should try to explain them briefly: "I needed to spend more time in school, or I started a training program, and this limited the time I could spend at work; I wasn't properly qualified for the job; other activities interfered with my reporting to work (and I have changed these now); I did not get along with one of the managers"; etc. If they left because they were going into a DFY facility, they can state that they moved.

E. The last section draws upon the other self-awareness exercises. To make these job related students should be able to list things that are applicable to jobs; and under the column "Demonstrated by", they should list a work activity or other activity which utilizes each skill or strength (e.g., leadership - club president, team captain; auto mecnanics - helped tune-up 7 cars, or completed an auto mechanics course; good communicator - get along well with other people; etc.)

F. When students are finished, check over their work and encourage them to help students who are going more slowly. When everyone is finished, have them turn to page one.

G. Continue with: "Now we will complete page one. This is your identifying information, educational history, and reference information." Have students look at page one, and begin a discussion with the following questions:

1. "Why would an employer want to know this information?"

2. "What do all these words mean?" (Especially review References. Many youth have difficulty identifying people who can be a reference for them. Suggest: a teacher, a minister, a family friend who is a business person, a coach, a staff member of a community center, a former employer, etc. They should always ask the person's permission before listing them as a reference. This is a courtesy, and it helps the reference person prepare what s/he will say if an employer calls. Students should be sure the phone number, address, and spelling of the reference person's name are accurate.)

Note: Date of birth is included because if students are under 18, an employer can legally ask for their age and may ask for their date of birth.

3. "How many of you know all this information?"

4. "How many of you think applications ask for all these facts?"

5. Look at the layout and note the doubling up of items such as "school and location", and References: "name and address", etc.

H. State: "Let's begin filling in page one. Take your time and do it right. If you have a question, ask. Be complete. Put all dates in correctly."

Note: Students may need to know how shorthand dating (6/30/81) works and why "6" means June, "10" means October, etc. Don't assume they know it.

I. Go around and check each student's work. Encourage those students who finish quickly to help other students.

J. When students are finished, tell them that they will see the value of this information in later units on Applications and Interviews. For now, have them review the form and note what they see as potential strengths and weaknesses among their Personal Facts, as relates to job hunting. You may want to discuss any observations they make.

K. Questions and Answers.

L. An optional,but upbeat exercise which can begin to demonstrate the value of the Fact Sheet: Ask students to write a short ad advertising themselves as workers, e.g., "For hire, a hard-working, experienced woodworker. Likes to work with his hands, gets along with people and is reliable. Good references." Have them read their ads to the class.

   1. A variation on this is to have students pair up and have Student A describe his good points to Student B who is his agent or manager. Student B then writes the ad and reads it with a "hard sell" sales pitch.

   2. Another variation for students with difficulty writing is for them to use the words on the fact sheet to give a short spoken pitch advertising their strengths and abilities.

Unit 3
Lesson 3S
(Supplemental)

Lesson Overview

Title: Resume Writing

Purpose: To help students understand what resumes are and how they are used. To have students begin to write their resume.

Equipment: None.

Activities	Time	Resources/Materials
A. Define "resume"	3 minutes	
B. How resumes are used and why	3 minutes	
C. Writing a resume	15-30 minutes or more	Handouts - samples page 3-3S-2 and 3-3S-3.
D. Cover letters		
E. Writing cover letters		
F. Questions and Answers		

Sample Resume

Lawrence Penright
Flagg Road
Status Towne, Texas 92345

Home phone number (867) 555-2810

Education

Status Towne High School
Goodwill Lane
Status Towne, Texas 92345
Graduated June 1980

Activities

Skiing club, swim team, football team, debating team, co-editor of Status Towne school newspaper

Special Skills and Training

Typing (45 wpm), Business English, Sales Clerk, Receptionist

Work Experience

1. 12/80 - 9/81, Paper Products Company, Paper Lane, Status Towne, Texas 92345. Receptionist, answer phone, type memos, filing, give out information, open and stamp mail, and keep suppiles up to date.
2. 12/79 - 11/80, Men's Clothing Factory, Broomhill Road. Status Towne Texas, 92345, Sales Clerk, tagging clothes, cashier, sales person, customer assistant.

References

Mr. John Smith
Manager
Men's Clothing Factory
Broomhill Road
Status Towne, Texas 92345
(867) 555- 5310

Anne Friendly
Housekeeper
Morris Lane
Status Towne, Texas 92345
(867) 555-0091

Mr. William Jones
Co-Owner and Manager
Paper Products
Paper Lane
Status Towne, Texas 92345
(867) 555-2232

Hariet Horton
Bookkeeper
Elk Drive
Status Towne, Texas 92345
(867) 555-3205

Sample Resume

(Resumes can be written in many ways. This is one good format. How you design this is up to you, choose the information that makes you look good.)

Resume

Your Name

Your Address

Your City and State, Zip Code

Your phone number
(or a message phone)

EDUCATION

Name of last school attended, address (If you have graduated, say so and give date. If you are still in school, say so and give grade. If you dropped out don't mention it.)

Activities (team sports, clubs, etc.)

SPECIAL SKILLS OR TRAINING

WORK EXPERIENCE - (Start with your most recent job)

1. Dates (from - to) Company name, address, position, duties
2. Same information for previous jobs.

REFERENCES - (Don't use relatives)

	1.	2.
Name		
Position (at work if employed)		
Address (at work if employed)		
City, State (at work if employed)		
Phone Number (at work if employed)		
	3.	4.

Unit 3 - The Job Search

Lesson 3 Supplement - Resume Writing

Note: This is most effective with advanced students who have good writing skills. A poorly done resume is worse than no resume, as employers don't expect resumes from youth. Resumes are primarily requested for positions requiring advanced training and experience.

A. Introduce this lesson by saying that: "A more polished form of a personal advertisement is called a resume." Ask if anyone knows what a resume is or looks like. You may want to write a definition on the board. Use one of your own or:

> resume - a summary of a person's work experience and qualifications, usually typed on one sheet of paper.

B. Continue by saying: "'Selling yourself' is important in the job seeking process. For personal advertising, a well prepared resume can help. It can tell: who you are, what you know, what you can do, and why you should be hired. It is a job hunter's top selling aid, a door opener, a major point for discussion." Ask if students know how resumes are used. Discuss why they are used. Note that they are usually used for professional level jobs, but look good for any job. Say that some want ads in newspapers specify that a resume be sent in to apply for the job.

"No false advertising is allowed, but a good, attractive and organized resume gives you an edge on the competition. Your resume may go to an employer before you, and stay after an interview as a reminder of you, so it is worth an extra effort to have it done well."

C. Say: "I have a sample resume for you to review and a guideline for you to develop a resume of your own." (Handouts, page 3-3S-2 and 3-3S-3)

1. Distribute samples, and discuss and formulate with participants a format for, and content of, their resumes. For a beginning worker, this should be less than a page, emphasizing skills and abilities with documentation to support these claims.
2. For students who have had no steady work experience, they can write a brief paragraph identifying their skills. This can be followed by a second paragraph which begins with: "Some of the experiences I've had that demonstrate these skills include..."
3. Remind students: "The purpose of the resume is to interest the employer in you and in the ways you can deliver on the job. Keep that in mind when you write your resume."

4. Have students write their resumes. Go around and help them. Encourage them to work together, comparing their resumes with each other. Have them work on the resume until it is fairly well-polished.

5. If they have access to a typewriter and have skills in typing a complicated layout, encourage them to type the finished product. If you have access to a typewriter or a typist and can have it typed for them, that would be a valuable graduation gift for them.

D. Discuss briefly how a resume is used. Ask students:

"What do you do with your resume once it is typed?" Answers should include that they can: give it to employers as they conduct their job search, bring it to interviews, and give it to friends and relatives for them to pass around.

Be sure to point out that some newspaper want ads (Lesson 5) ask applicants to mail in their resume. In that case, ask the students if they should send in anything along with their resume. If they don't know about cover letters, discuss these briefly. Cover letters should:

1. Be written as a business letter (see Lesson 7S).

2. Briefly explain the purpose of the letter:

   a. That the writer is applying for a job.

   b. The name of the job for which the youth is applying.

   c. Where s/he heard about it.

3. Highlight the applicant's most relevant (to the job) sales points (strengths, abilities and interests).

4. State that a resume is enclosed (even though that's obvious) and how the applicant can be contacted.

5. Always accompany resumes that are mailed.

E. If you wish, have students draft practice cover letters for a specific job.

F. Questions and Answers.

Unit 3

Lesson 4

Lesson Overview

Title: Resources

Purpose: To have students become aware of the large variety of resources available to them as they conduct a job hunt. To have students learn how to use these resources.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduce job hunting resources and brainstorm a list	5 minutes	
B. Video tape of a job search	15 minutes	Video tape - "Just Around the Corner," tape #3.
C. Discuss video and expand list of resources	5-10 minutes	
D. Further define and discuss resources. Spend some time on each resource	10-20 minutes	Resource Book - large phone book with "Yellow Pages". If possible, one for each student.
E. Summary	5 minutes	
F. Questions and Answers	2 minutes	

Unit 3 - The Job Search

Lesson 4 - Resources

A. Begin the lesson by stating: "The most important thing to remember about job hunting is to use all the resources (places you can turn to for help) you can. Most new jobs are gotten through self-help." Ask learners if they have any idea where they might find information on job openings. Brainstorm and list appropriate answers on flip chart. These should include:

family
friends
relatives
school resources
newspaper ads
trade magazines
help wanted signs
neighborhood bulletin boards

public agencies
civil service
private agencies
yellow pages
local businesses
library
labor unions
chamber of commerce
community organizations

If they have not generated a complete list, don't worry about it for now. You can add missing items later. Don't discuss these resources at this point unless students have questions or comments regarding them.

B. Show "Just Around the Corner" tape 3. Introduce it by saying: "A guy named Larry has just been laid off from his job and the movie opens with him coming home in the middle of the day. His wife BJ is expecting a baby soon." (Be sure students know the difference between being laid off and fired.) Tell students as they watch the film to see what resources Larry uses in his job search. Show the film.

C. After the film, have a short discussion. Talk about how Larry felt and what he could have done to improve things. Talk about the resources he used, and see if students can add any resources to the list generated at the start of the lesson. Fill in those items they still don't mention.

D. Go down each item on the list and ask students to define what each resource is, and why they can be useful. Briefly discuss how to use these resources, except for want ads and employment agencies which are discussed in lessons 5 and 6. The information which follows may be helpful with your discussion. Emphasize that these resources can help students conduct a winning job search. They can also help keep the job hunting blues away by giving youths more leads, more hope, and faster results.

1. Family-Relatives-Friends

"The people you know work at a variety of jobs. Talk to them and ask what their jobs are like, how much training and education is needed, and what the possibilities for advancement are. Tell them you're looking for work, and the kind of work in which you are interested. Ask them if they have heard of any job openings, and to keep you in mind when they do. Many employers tell their employees that they are looking for new workers and they listen to recommendations from their good employees. So, talk to as many people as you can, and tell them you are looking for a job."

2. School Resources

"Whether you just left school or left some time ago, you should feel free to go back and talk to a counselor about your qualifications for a job. Your school records and all your test results are still available. If you don't want to go back to school, you can ask a social worker or probation officer to get the information from the school and review it with you. It may help you complete your Fact Sheet, applications, and do better in interviews."

"Some school guidance counselors specialize in helping students with their job plans. A counselor can help you put together a realistic picture of yourself and your career goals. By asking you certain questions or giving you special tests, a counselor can help you better understand who you are and what job would best suit you. Also, s/he may go over your school record with you, to find areas that you need to improve if you want certain kinds of jobs. S/he can tell you if you may have trouble meeting the educational requirements for certain jobs. School counselors also have job contacts and they may be able to arrange an interview for you. So don't write-off school. Go back for a visit, even if you didn't leave under the best of conditions."

3. Help Wanted Signs - Bulletin Boards

"Has anyone ever seen a help wanted sign? Walk around the business district. Check business windows for help wanted signs. You can go through industrial parts of town where many industries are located. Some companies have 'help wanted' bulletin boards. Check these often and call the company's personnel office."

"Bulletin boards are sometimes located at neighborhood grocery and drugstores. Job openings are often posted there. They are sometimes also posted on bulletin boards in a: post office, town or city hall, libraries and other public buildings."

For DFY youth: "Notices may also be posted in the office of your aftercare worker."

4. Labor Unions

"Labor unions are organizations of workers who all do the same kind of job. Carpenters form a carpenters' union, nurses a nurses' union, teachers a teachers' union, etc. If you are interested in a particular kind of work, find the nearest union representing that trade or profession and ask them for suggestions on where to look for a job.

They may also give you good leads on training programs. If you don't know much about unions, they can fill you in on that subject also. How do you find these unions? Through the yellow pages." (See number 6 below.)

Note: Labor Unions are discussed in depth in Unit 8, Lesson 6.

5. Local Businesses

"Who would know about who has job openings, if not the employers themselves! A tried and true method of finding openings is by visiting every company that interests you, and asking them directly. It's hard work and takes a long time, but looking for a job is a full-time job. (Did you think I was exaggerating when I first said that?) Try to talk to the boss or manager at a small business when he/she is not busy (don't hit McDonald's around noon!). Ask him/her for advice about finding a job. Bosses talk to each other; they know where there are open jobs. This process is the heart of the job search, but we'll hold our discussion of it until later since you haven't got all your job search tools lined up yet." (This is discussed in Lessons 7 and 8, after all resources are fully explored.)

6. The Telephone Book: The Yellow Pages

"One good way to organize your job search is by using the yellow pages. What are the yellow pages? Discuss the difference between the white and yellow pages. Bring in copies of a metropolitan phone book. Show the class how they could find Burger King, Joe's Garage, or Grand Union in each section. Note that gas stations, garages, repair shops, etc, are usually listed only under service stations. Supermarkets may be listed under Groceries, drug stores under Pharmacies. It takes some time to find the right headings. Note that these headings are in alphabetical order. Show them how to find Labor Unions. Explain that the phone book has the phone number and the address of each company listed. (Not all companies are listed, but most are.)

Have the class spend some time looking up types of businesses that would have jobs that interest them. If they are interested in cooking, they should also look up Nursing Homes, Hospitals, and other large institutions that serve meals. Auto mechanics can look up the Highway Department, new car dealers, taxi companies, car rental agencies. Encourage them to think. "Remember all the jobs involved in making a pencil?" (Unit 1 Lesson 3) Show them how they can find other resources here: employment agencies, government agencies, social service organizations, churches, schools, etc. State that by using the phone book they can complete a list of everywhere they want to go to look for a job, and so be more organized about their search.

Take some time for questions and answers if there are any. Note that in large cities, the yellow pages may be a separate book.

7. Chamber of Commerce

"This is an organization made up of local businesses. You can find the local Chamber of Commerce in the white pages of the phone book. If you go there, they will often let you look at a list of all the local businesses, usually organized by category, much like the yellow pages. Sometimes someone there might know about a company that is hiring (looking for new workers)."

8. Library

"Most libraries have books to help you write resumes, and conduct a job search, so if you forget what you are learning here, you can look it up at the library. They may also have bulletin boards listing job openings, the local paper with want ads, and other job information. When you go, tell the librarian what kind of information you are interested in and he/she will be happy to show you where to find it and how to use it. Some libraries have staff people who specialize in helping other people find jobs, write resumes, or explore career decisions. Ask!"

9. Civil Service

"Most government jobs are under what is called Civil Service. You have to pass a written test for almost all civil service jobs. The United StatesCivil Service Commission tests and hires people for federal jobs. You can get information and application forms at most post offices. You can also get application forms at the United States Civil Service regional offices or by writing to the United States Civil Service Commission, Washington, D.C. 20401, or from the local State Employment/Job Service office. Your State Department of Civil Service tests and hires people for most state jobs. For information on a state job, go the the local State Employment/Job Service Office or State Civil Service Office. Some libraries also have this information. Most counties and cities also have their own civil service agencies that test and hire people for county and city jobs. You can get more information about these jobs at the city or county personnel office or their Civil Service Commission Offices. You can find the phone number in the blue pages of some phone books or in the white pages under the government listing."

"Civil Service usually lists all the tests that are coming up for that branch of government. The list changes every month or so. Sometimes Civil Service also lists job openings for which tests are not needed. There are books written to help you with these tests. Your school counselor will probably be able to tell you about these books."

10. The Want Ads

"This is one of your best resources. It is a list of job openings and that's precisely what you are looking for! We are going to discuss these in more detail tomorrow." (If you want more information on want ads, see Lesson 5.)

11. Employment Agencies - Public

"The State Job Service is the biggest of these. It has a listing of many types of jobs. Most are full-time and require a high school degree and some experience. Some agencies have special youth employment programs, but all have some jobs that have minimal training or experience requirements. We will find out more about the Job Service in a few days."

"Another public employment service is CETA, an employment and training program. CETA has special limits on who is eligible for their services and the kind of programs they have vary from county to county. The people at the Job Service can tell you about your local CETA program and how you can find out more about it."

12. Employment Agencies - Private

"Private employment agencies are similar to the Job Service, with one big exception: they charge you a fee (money). Private agencies have a variety of jobs they try to fill for employers. They can save you some of the time and trouble you spend looking for a job, but they cost money. They will ask you to sign a contract when you get there saying that if you get a job through them, you will pay them a pre-arranged fee. We will discuss these agencies in a few days."

13. Temporary Employment Agencies

"Temporary agencies are private agencies that help you find temporary jobs. They usually don't charge a fee. They usually pay the minimum wage for jobs that last from one day up to a few months. They provide a source of money and experience while you are looking for a permanent job."

14. Community Organizations

"Many community agencies such as the Boys' or Girls' Clubs, the 'Y', the Urban League or a community center have youth employment programs, or just know where you might be able to find a job. They are usually free and worth 'checking out'. Sometimes they have odd jobs available. Like temporary jobs, they bring in some money, and can give you experience and references."

E. Summarize this discussion with the following points:

Note: The numbers at the start of each paragraph correspond to the resources as numbered in Section D, above.

1., 2., 3., and 4. "Friends, Schools, Bulletin Boards, and Unions can give you two types of leads: hot leads when they tell you about a job opening they know about; or cold leads when they suggest a company for you to contact, but they don't know if there is a job open. In either case, it's up to you to follow-up on those leads. We'll discuss how to do that in a later lesson. In that lesson we will also talk about how to conduct your door to door job search." (# 5)

6. and 7. "The Yellow Pages and the Chamber of Commerce are two ways to sort out the businesses that have jobs that may interest you. They help you organize your job search."

8. and 9. "The Library and Civil Service are two sources of job leads."

10., 11., and 12. "The Want Ads and the Employment Agencies (Public and Private) are among your best sources. We're going to spend the next few days exploring these more fully."

13. "Temporary Employment Agencies give you something to do and some money coming in while you are looking for work. You may find a hot lead while working at a temporary job."

14. "Community Organizations have a lot of possibilities. Some can offer you leads, others may have counseling or training programs, and still others may act as employment agencies."

F. Questions and Answers.

Unit 3

Lesson 5

Lesson Overview

Title: Using Help Wanted Ads

Purpose: To teach students where to find and how to use newspaper want ads.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduction	5 minutes	
B. Understanding want ads	10 minutes	Handout - "Understanding Want Ads", page 3-5-2.
C. Finding a "real" ad	10-15 minutes	Resource - current newspapers with enough classified sections for each student or "Sample Want Ads' handout, page 3-5-3.
D. "Situations Wanted"	5-10 minutes	"Situations Wanted" column from the Classified section of a newspaper.
E. Wrap-up	5 minutes	
F. Questions and Answers	2 minutes	
G. Optional exercises	5-20 minutes	

Name ________________

Understanding Help Wanted Ads

A. PARKING GARAGE Attendant. Full-time 5 days. Experienced. Report bet. 10-11 am. South St. Garage, 49 South St. No calls.

What do these mean?

1. bet. ________________
2. St. ________________

1. What is the job title? ________
____
2. Where is the job located? ______
____
3. How would you appply? ________
____
4. How much would you work? ______
____
5. When should you apply? ________
____

B. WAITER/WAITRESS. F/T. Exp. Call or stop in Joe's Diner, Main St. 449-3021, ask for Tom.

What do these mean?

1. F/T ________________
2. Exp. ________________

1. Do you need experience for this job? ________________
____
2. Who is Tom? ________________
3. How should you apply? ________
____

C. SALESPERSON needed. Beg. immed. 15-20 hours per wk. Gift shop, North St. Exp. not nec. Must be hard wkr. 429-0180, Sally.

What do these mean?

1. Beg. ________________
2. immed. ________________
3. hrs. ________________
4. wk. ________________
5. nec. ________________
6. wkr. ________________

1. What kind of job is this ad for?
____
2. Is it full-time or part-time? __
____
3. Do you need experience? ________
____
4. What kind of worker are they looking for? ____________
5. How would you apply? ________
____

D. Secretary/Clerk. No. exp. nec. P/T to start. Exc. oppty. for promotion. Apply, Box 603, W. Ellen, NY 40321

What do these mean?

1. P/T ________________
2. Exc. ________________
3. oppty. ________________
4. Box 603 ________________

1. Is this a full-time job? ________
____
2. Will it become full-time later? __
____
3. How would you apply? ________
____
4. What experience do you need? ____
____

SAMPLE WANT ADS

CASHIER/DELI PERSON. Must have prior exp. in either position. Full time work for dependable person. Apply 9-11a.m. Deli-East, 407 Turner Blvd. 249-1020

AUTO MECHANIC for growing company, must have 2 years experience exhaust & brake installation, some front end experience preferred but not necessary, good benefits. Call 431-4022, daytime.

OFFICE CAREERS
All Fees Paid
Secretary
Excellent typing and steno required. Duties include phone work, correspondence, appointments and filing. 35 hour work week. Benefits, salary to $9,500. Job-Scene 341-2046

TELEPHONE SOLICITORS, immediate openings for experienced, highly motivated persons. Full time days. Starting salary $135. per week. Apply in person from 1-6 pm. 307 Thompson St.

GENERAL OFFICE Worker for a medical billing office. Many duties, young growing Co. Experience preferred but not nec. Send resume to: Box 2731 Times Newspaper.

COUNTER HELP, cashier/cooking exp. required. Min. wage to start. P/T eves. Apply by mail: 401 Salem Avenue, Albany 12304

CARPENTER'S HELPER, full-time, seasonal. Good pay, no bene. Own tools, some exp. Call Ron 784-2132, eves.

CASHIER, supermkt., p/t and f/t min. wage. Exp. helpful. Apply in person, 32 State St.

HELP WANTED, Maintenance, Cashiers, Laborers, Secretaries. F/T, P/T, some exp. Immed. openings. Call 463-0797, Johnson Agency.

MAINTENANCE Workers, F/T, Immed. Glen General Hospital, Southbridge Rd. Apply, Personnel.

Lesson 5 - Using Help Wanted Ads

A. Review information discussed regarding want ads in the previous lesson.

1. Ask students what help wanted ads are. (Among other things, they are one of the best sources of job openings.) Also, ask them where these ads are found.

2. Ask students how these ads get in the paper, why they are put there and what they look like. Mention that most are placed directly by the employer, but some are placed by employment agencies. Discuss this briefly.

B. Distribute the handout "Understanding Want Ads" (page 3-5-2). Explain that these are the copies of actual want ads. Do aloud as a class exercise, or have students complete and then discuss.

Have students brainstorm all the information that is contained in want ads. List on a flip chart and discuss. Summarize:

"A want ad can tell a lot about a job: the name of the job, who the employer is, or which agency is being used, when the job starts, what skills or experience is needed, where the job or agency is located, and/or the phone number of the job or agency. The ad might also give other information, but some ads are very brief. (The newspaper charges by the line.) Sometimes the ad says whether the job is full-time or part-time, what the salary is, what the working hours are, what fringe benefits the job offers and whether you are required to provide any special tools or equipment. The ad also tells you how to apply for the job: in person, by mail, or by phone."

C. Distribute real (current - local and/or NYC) newspapers. These should be as complete as possible so students can see where the ads are found, but don't let the sutdents read the news and sports sections! If this gets to be a problem, just distribute the classified sections and have only one complete paper to show students how it all fits together. Ask students to find the want ads, and review the terms "Classified" and "Help Wanted".

1. Ask them to read through the ads and find a job that interests them. Encourage questions as they go through the paper. Set a time limit for them to choose an ad. This may be difficult for them and time consuming, so as a back-up or alternative,

cut out ads appropriate for the students and paste them on index cards. Have students select one which interests them.

2. Have them discuss what information the ad contains, and how they would follow up this lead. (Optional - have them role play, write sample letter, etc.)

Note: In place of real want ads, you may use the ones on the handout titled "Sample Want Ads" (page 3-5-3). They may be handed out as a sheet or cut up and pasted on index cards.

D. Immediately following the "Help Wanted" section in most newspapers is the "Situations Wanted" section. Many students are confused by this latter section and think it is a continuation of "Help Wanted".

1. Point out this section to the students and ask them if they can figure out what it is for and how it differs from "Help Wanted".

2. Be sure to explain that these ads represent people who are looking for work (usually odd jobs). These often include babysitters and "handy-people" (carpenters, cleaners, trash haulers, etc.). These people advertise their skills, abilities, and availability, and say how they can be contacted (usually by phone).

3. After students have found out what those ads are for, ask them to briefly write or state an ad they could put in the "Situations Wanted" section about themselves.

E. Wrap-up. Review briefly the value and use of the want ads. Then ask students where they can get a "fresh" set of want ads (buy a paper, borrow the classified section from a neighbor, go the library, etc.). Conclude with: "The key to these want ads is that they get stale very fast. Often by 10 a.m. of the day they come out! What does that tell you? A job hunter has to get up early and buy or borrow a copy of the morning paper in the morning, before 9 a.m. That way you'll be ready to contact the businesses you are interested in as soon as they open. This will give you the jump on the competition and impress the employer with your speed in getting things done. All bosses like someone who is fast, accurate, and on the job early."

F. Questions and Answers.

G. Optional Exercises

1. Want Ad Dictionary: Many newspapers are reducing or eliminating abbreviations, but you may want to discuss some common ones.

2. You may want to divide the class into several groups. Give

each group a job description and have them try writing an ad. Then have the other groups read the ad and try to describe the job it advertises.

3. Use the 10 ads on the Sample Sheet (page 3-5-3). Divide the class in groups and have each group choose one ad and describe how they would respond to the ad. Have the other groups guess which ad they were referring to and have them critique the first group's approach.

Unit 3

Lesson 6

Lesson Overview

Title: Employment Agencies

Purpose: To explain the three basic types of employment agencies; how to use them; and what to watch out for.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduction	2 minutes	
B. Show video and discuss	20 minutes	Video tape - "Just Around the Corner" tape #4.
C. Private employment agencies	5 minutes	Resource - newspaper want ads, with ads placed by agencies highlighted.
D. Government employment agencies	8 minutes	
E. Temporary employment agencies	3 minutes	
F. Following-up	2 minutes	
G. Summary	5 minutes	
H. Questions and Answers	2 minutes	
I. (Optional) "Real" samples	5-15 minutes	Brochures and/or ads written by employment agencies.

Unit 3 - The Job Search

Lesson 6 - Employment Agencies

A. Introduce the lesson. Remind students that in the last videotape shown, Larry had found something in the want ads that looked good. He called the phone number listed and set up an interview. Tell them that they will now see where that particular want ad took him.

B. Show the video tape (#4) and discuss it.

Note: Depending upon the flow of your class, you may wish to introduce the subject of Employment Agencies first and use this tape at the end of the lesson as a review. You may also wish to stop the tape several times and discuss each section: after he leaves the private agency, after his talk with BJ, and after his visit to the Job Service.

C. Private Employment Agencies

Emphasize the contract; tell them they only have to pay if they get a job through the agency and accept it. State: "If you quit or get fired, you may still have to pay part or all of the fee. Check the contract. The fee can be quite large. Is it worth it?" Have class discuss the pro's and con's. (Refer back to Larry's points on the video tape.) Point out that agencies often run want ads to attract job seekers. Show some real examples from a newspaper. Say that sometimes the employer pays the fee("Fee Paid") and there is no charge to the worker, but they better have that in writing before they take the job. Have students discuss why employers would use a service like this. Ask them how it helps the employer? (Some agencies print brochures, you may wish to bring these into class for discussion.)

D. Government Employment Agencies - The Job Service

Discuss how this agency is set up. Explain that it is more complicated and less personal than a private agency. Describe the agency along the following lines:

"When you come in, you see the receptionist and fill out an application. The application is complicated, so ask for help if you are not sure how to fill it out. Then you go to the machines and try to find a job that interests you. The machines are hard to use at first, but usually someone can show you how to use it. The jobs listed on the machines don't have a company name or address; that comes later."

"Once you find a job that is interesting and for which you think you're qualified, you tell the receptionist. She/he will tell an interviewer, and after a little while, you go in for your interview. This isn't a full-scale interview. It's just to be sure that you understand the job, can get there, and are interested and qualified. Then the interviewer tells you where the job is and usually arranges an appointment for you. If she/he picks an inconvenient time tell her/him; a convenient time can usually be arranged."

"Then it's up to you. You may have to fill out another application at the company and have another, longer interview. How you sell yourself determines whether you get hired, but we'll go over that in a later unit."

"The Job Service also offers some counseling, vocational testing, and knows about CETA and other training programs. If you want some of these services, tell someone at the Job Service and they'll tell you who to see."

E. Temporary Employment Agencies

"These are set up like private agencies, except that when you get jobs from these agencies you work somewhere else, but are paid by the agency. You may have to sign a contract, but usually there is no charge. You may have several different jobs from one agency before you find a permanent job."

F. Continue with: "For the private and temporary agencies to help you, you usually need to have a telephone so they can call you. A reliable message phone will usually work also. But it is just as important for you to keep checking in with all the agencies; remember, new jobs open every day, and not all of them are listed in the newspaper. So check back each week or so."

G. Summary. Review the pro's and con's of the different agencies. You may wish to write these on a flip chart. Compare with Want Ads and other resources. Point out that youths can make use of all these resources at once, they don't have to (and shouldn't) use only one resource.

H. Questions and Answers.

I. (Optional) Many agencies print brochures and/or place ads advertising their services. You may wish to bring some samples in for learners to review.

Unit 3

Lesson 7

Lesson Overview

Title: Making Contact

Purpose: To teach students how to contact potential employers and how to follow-up on job leads.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduce hot and cold contacts	2 minutes	
B. Cold contacts	21 minutes	
1. By phone	(5 minutes)	
2. In person	(8 minutes)	
3. By letter (optional)	(8 minutes)	Handout - "Sample Cold Contact Letter", page 3-7-2
C. Labor law and insurance restrictions	5-10 minutes	
D. Hot contacts	20 minutes	
1. Given a lead by a friend	(8 minutes)	
2. Given a lead by an agency	(2 minutes)	
3. Found a lead through an ad	(10 minutes)	Handout - "Sample Hot Contact Letter", page 3-7-3
E. Wrap-up	2 minutes	
F. Questions and Answers	1 minute	
G. Optional exercises	5-20 minutes	

SAMPLE LETTER

(Cold contact - you don't know if there's a job open.)

234 Second Street
Albany, NY 12209
July 23, 1981

Personnel Department (or Manager) (or name of Manager or Interviewer)
XYZ Company
106 Front Street
Albany, NY 12208

Dear ______: (If you don't know the name of the person to send this to, write: "Dear People" or "Dear Sir or Madame")

I have 6 months experience working as a salesperson in a clothing store, and I am interested in working with your company. I am a high school student and would be able to work after 3 p.m. on weekdays, and anytime on Saturday or Sunday. I have good references and I would like to meet with you to talk about possible employment with your company. I am enclosing a copy of my resume.

I will be calling you in a week, or you can reach me at the above address or by leaving a message with Mrs. Rivas, my landlady (or neighbor or aunt) at (518) 555-1314. Thank you for considering me. I look forward to hearing from you.

Sincerely,

Sarah Jones

Sarah Jones

SAMPLE LETTER

(Hot Contact - You know there's a job open.)

234 Second Street
Albany, NY 12209
July 23, 1981

Box 381
New York Times
1047 Broadway
New York, New York 10001

Dear People:

I am interested in the mechanic's helper job you advertised in the New York Times on July 22. I have some experience working on cars and would like to do more. I am able to work whatever schedule you require. I am a hard worker and I have good references.

You can reach me at the above address or by calling (212) 321-1212 or by leaving a message with my grandmother Mrs. Smith at (212) 123-1234. Thank you very much for considering me. I look forward to hearing from you.

Sincerely,

John Smith

John Smith

Lesson 7 - Making Contact

A. Introduce the lesson by saying: "Now we're going to look at how you actually conduct a job search. First, we're going to look at some ways a person can contact an employer. Three ways are by phone, by letter and by going in person to see prospective employers." (You may wish to write these on a flip chart.)

"No matter which of these methods you choose in your job search, you will find that they all have several things in common. First you will be trying to arrange a job interview which will lead to a job offer. Secondly, the attempt to establish contact will be either 'cold' or 'hot'. What does this mean?"

"A cold contact is one you make when you haven't any idea whether or not an employer has a job opening. This is what you would be doing when you send a letter or make a phone call to all the construction companies listed in the phone book, or put in applications at all the department stores." (Refer to earlier lesson on Resources.)

"A hot contact is the one you make if you know a company is hiring. An example of this would be responding to a want ad, lead from an employment agency, or a hot tip from a friend or a relative."

B. Cold Contacts (Remind learners that these are contacts made with no introduction or knowledge about a job opening.)

1. Phone Calls

"The key is to get in contact with the right person, so ask for the personnel manager or the person who does the hiring. Ask for his/her name (write it down). You may need to call her or him again. When you are put in touch with this person try to get him or her interested in you as a possible employee. Give your name and talk a little bit about your skills or interests as they relate to the company and the type of job you are interested in. Next, talk about the part of your work experience, educational background, or personal interests that may relate to the company's needs. The last step is to close the conversation. Ask if you can come in for an interview. Even if you don't get an interview, be polite. There may be an opening at that company later which you may be interested in. Say 'Thank-you' before you say 'Good-bye'. Put the telephone back on the receiver gently and securely when you have finished."

"If you do get an appointment for an interview, be sure to find out:

a. The interviewer's name. (It may not be the person with whom you are talking.)
b. The time and place of the appointment.
c. Information about the job."

Tell the class that for cold contacts, a phone call is not the best method. It's too easy for an employer to say no over the phone. It is one way to cover many businesses quickly, especially if transporation is a problem. Tell the students that if they can handle a lot of rejection, they may want to try this method.

2. Personal Contact

Note: This is a very difficult task to accomplish well. Let the students know this is hard, but encourage them to try it and practice it. They won't be able to do the entire process, but they can make a start.

"This is the most effective method for a cold contact if you do it right. It's harder to say no when you are right there in front of the person. Prepare for personal contacts much the same way as you would for an interview. Be sure to be well groomed, well prepared and polite to people you meet in the office. We'll discuss your appearance in greater detail in the unit on preparing for an interview, which we will be studying (in a couple of weeks) soon. Now let's talk about what you say when you walk in the door."

a. "To whom do you ask to speak?"

1) "In a small place, you ask for the owner or manager."
2) "In a medium sized place ask for the person that does the hiring."
3) "In a large place ask for the Personnel Office."
4) "If you're not sure, go with #2."

b. Ask students to imagine that they have just walked into a business. To whom would they go to ask this question? A receptionist? What if the business were a factory, a restaurant, a gas station, a construction site? Ask learners about each setting and discuss how they would handle this question.

c. "You'll get one of three responses: 'She/he's not in or busy'; 'Just fill out this application'; or 'Just a minute; I'll go get him/her'. The first two are easy to deal with; ask when you should come back, or fill out the application and turn it in (more on that in Unit 5). The third one, the one you were hoping for is the toughy. There she/he is, now what do you do?"

d. "You'll probably feel nervous - good, you should be a little nervous. After all, this person may be the difference between your being employed or unemployed. Now, without looking too nervous, walk up, smile, say 'Hello' and who you are, and stick out your hand for a handshake."

"Here comes the hard part, you've got to say something good. Tell him/her why you are there: what specific type of job you are interested in, why you want to work for this company, a short statement of your best selling point (your experience or skills that relate to this job). If you have a resume, now is the time to hand it over; if not, try to close the conversation successfully (unless she/he starts asking you questions or otherwise takes the lead):

Ask if they have or expect to have any openings which may be appropriate for you. No matter what the answer, ask if you could fill out an application or leave your name and phone number in case something comes up. If this person schedules an interview for you, don't forget to get his/her name, the time and the place of the interview, and information about the job."

Note: Another approach for students who are verbally skilled and present a good appearance, is to by-pass the Personnel Office and go directly to the department manager or foreman. The youth can try to strike up a conversation with this person and ask if any job openings are coming up. If they make a favorable impression, this may help them when they get to the Personnel Office. This should only be tried by youths who are capable of doing it well. It can backfire.

3. Letters (Optional)

State that nearly everyone will need to write a letter of one kind or another in the job search process: letters to inquire about job information and job openings, and letters to introduce a resume to a prospective employer. Tell them that their letter represents them. It is a selling tool. To do that best it should be neat, organized and to the point.

a. "What should your letter say when you are making a cold contact?"

   1) "Why you are writing (to arrange for an interview)."
   2) "What type of job you are interested in."

3) "Why you are interested in this job and this company."
4) "When you are available to work."
5) "How you can be reached."
6) "Who you are - preferably your resume or fact sheet."

b. "What should your letter look like?"

1) "It should be short (the information in "a" above should be answered in one or two sentences each).
2) It should be typed, or very neatly written (printed is usually better than script).
3) It should be set up correctly as a business letter, with proper spelling and grammar.
4) You should sign your name in ink.
5) It should be addressed 'attn: Personnel'."

Note: You may wish to distribute and review the sample of a cold contact letter found on page 3-7-2. Lesson 7S provides a more complete treatment of letter writing.

c. "What do you do after mailing it? Wait 10 days or so, then call the company. Try to find the person who received your letter. Ask if she/he has gotten a chance to read your letter. Ask if she/he has time to meet with you to discuss the possibility of your working with this company."

"If the answer is yes, great. Get the information you need and go for it. If the answer is no, don't give up yet. Ask if they expect any openings soon or know of other companies with openings. Still no? You gave it your best, so end it right. Thank him/her for taking the time to talk to you, say good-bye politely, and hang up the phone softly. It takes a lot of turn downs before you get a yes."

C. Continue with: "To limit the no's, be sure you are qualified before you go to, or call, a company to talk about working for them. You should have a specific job in mind, and you should be sure that you are qualified for that job. We have discussed qualifications already: your abilities, your experience, and your training or education. There is one thing we haven't discussed for youth under 18 and that is: Are you legally qualified for the job? Does anyone know what I mean by that question?"

Elicit student discussion of this and try to bring the conversation around to the issue of child labor laws for youth under 18 years of age. (Some of these laws are outlined on the back of working papers, see page 3-2-9. A thorough explanation of New York State's laws is offered in a booklet entitled "Laws Governing Employment of Minors" published by the N.Y.S. Department of Labor. The federal Department of Labor also publishes information regarding federal child labor laws. When there is a conflict between these two sets of laws, the most restrictive law generally applies.) A discussion of these laws should include:

1. Age Restrictions: These laws divide youths into 4 categories by age: under 12; 12 and 13; 14 and 15; and 16 and 17. Each group has different restrictions: youths under 12 are prohibited from work, and youths 12 and 13 are limited to delivering newspapers, farm work, and doing outdoor work for their parents.

2. Hours Restrictions:

   a. Youths aged 14-15 can only work from 7am to 7pm. This limits them from working very much after school hours. It also limits them from working in businesses open until 9 or 10pm, unless there is a shift that works only until 7 p.m. Many employers won't hire youth under 16 for this reason.

   b. Youths aged 16-17 can only work from 6am to midnight. This limits them from factory or hospital work where the new worker has to work the "graveyard" or overnight shift. This does not limit them from many other jobs.

3. Prohibited Jobs:

   a. A sampling of jobs that youths aged 14-15 are prohibited from include: working in a factory, working with or near most machinery (including power lawn mowers!), painting or exterior cleaning of a building, working in connection with transporation services, cooking in most restaurants, baking, loading or unloading trucks, or working in connection with car repair using pits or lifting apparatus. They are also prohibited from all jobs from which 16 and 17 year-olds are prohibited.

   b. A sampling of prohibitions for 16 and 17 year-olds includes: any construction work; any power-driven wood-working, metal forming, or bakery machines; work involving band saws or circular saws; work in a meat packing plant; manufacture of brick or tile; work as a helper or driver on a motor vehicle; adjusting belts on machinery; or selling or dispensing alcoholic beverages.

   Note: All these prohibitions (except the last one) do not apply to approved apprenticeships or recognized cooperative vocational training programs.

4. Add: "Another restriction, which may extend up to the age of 21 or even 25 is insurance regulations. Companies have to have accident insurance for all their workers, and the insurance company may specify that some jobs (such as driving a truck) be done by someone over the age of 21 or 25. Another

type of insurance is bonding and the insurance company can require that a worker must be at least 18 to be bonded, even if the labor laws only require that a worker be 16 years old." (Bonding is discussed more fully in Unit 5, Applications.)

5. Summarize with: "So now you know a few more things to watch for when looking for a job. If you are sure you can't legally do a job, don't apply. If you are not sure, apply anyway. It doesn't cost you anything and you never know until you apply. Just be aware that you may get rejected because of your age and the law, not because of anything bad about you personally."

D. Hot Contacts

Begin with: "Your job search research will be turning up hot leads, so you'll have to be making some hot contacts too."

1. "One reason you may make what's called a hot contact is that you've been given a lead or tip by a friend or acquaintance that a certain company may be looking to hire someone with your skills. When you are making contact by any of the three methods (phone, letter, or in person), you should be sure to mention the referral early in the contact."

   If you wish, have learners try to phrase an appropriate contact statement. Examples of appropriate statements follow:

   a. Phone:

      "Hello Mr. Hilton. My name is Terry Brown. Miss Corrento suggested that I call you to discuss the job opening you have for a stock clerk."

   b. In Person:

      "Good afternoon Mr. Hilton. Ms. Corrento suggested I speak with you about the stock clerk opening you have."

   c. Letter:

      "Dear Mr. Hilton,

      Miss Corrento told me about a job opening you have for a stock clerk. Please consider me for that opening. My experience includes.........."

2. Continue with: "Another reason you might be making a hot con-

tact is because you've been referred by a public or private employment agency. In this case, the initial interview will probably be arranged for you so your contact will be in person. You should mention the agency and the name of the person who made the referral early in your visit to the employer, just like you did when you were referred by a friend, relative, or acquaintance."

3. "A third reason you may make a hot contact is because you've found a notice posted about a job opening or you found the opening listed in the want ads. Usually the ad will specify how to respond: by phone, visit, or letter. Follow these instructions." (You may have learners again try to phrase sample introductions as before, or role play a phone call.)

   a. Phone

      "Hello, my name is Evan Richards. I'd like to speak with Dr. Browne about the opening for a nurse's aide that was advertised in today's Times Union." (Then, when Dr. Browne comes to the phone...) "Hello, Dr. Browne, my name is Evan Richards and I am very interested in applying for the nurse's aide job that was advertised in today's Times Union."

   b. In Person

      "Good morning, I'm Evan Richards. I'd like to speak with Ms. Johnson about the sales clerk opening advertised in today's Times Union." (When you reach Ms. Johnson...)

   c. Letter

      Distribute sample of hot contact letter on page 3-7-3.

      1) Ask youth if they see any similarities between the hot and cold contact letters, i.e. content of each paragraph. You may wish to put answers on a flip chart. They should include: Each is brief and to the point. The first paragraph tells why the letter is being sent and gives information to support that. The final paragraph closes the topic and sets the stage for contact.

      2) You should discuss and write down some added guidelines:

         a) "When answering an advertisement, cover all the points mentioned in the ad, in the order asked, to show you can follow instructions clearly and completely."

         b) "Try to tie your selling points: interests, abilities and experiences, directly to the job tasks as you know them. Be positive, but don't brag or 'soup it up' too much."

c) "Include where you can be reached, and leave the door open for another contact if possible."

d) "Keep in mind that your letter should show your personality and style. A letter which attracts the attention of the employer helps you to be Remembered and Recommended, the important R & R of the job search."

E. Wrap-Up

You may wish to summarize the lesson along these lines: "Remember, it takes a lot of contacts and a lot of rejections before you get the job you want. So think of each rejection as moving you one step closer to success, one step closer to getting the job you are looking for. Don't get too depressed, no one wants to hire someone who looks like a loser." (This is mentioned in the "Just Around the Corner" tape #5, which is shown in the unit on interviewing.)

F. Questions and Answers.

G. Optional Exercises

1. Divide class into two groups. Using a sample want ad (samples are appended to Lesson 5) which requires a letter of application, have each group compose an appropriate letter. You or a group member should act as a recorder. Have the two groups exchange letters and, without benefit of the ad, list what the ad asked for based on the letter's contents.

2. Distribute "Sample Help Wanted Ads" form, page 3-5-3.

   a. Have youth, identify which method of contact (in person, by phone or letter), they would use in following up each advertisement.

   b. Then have learners role-play one or two sample phone calls, letters or personal contacts they would make in response to these advertisements.

Unit 3

Lesson 7S

(Supplemental)

Lesson Overview

Title: Proper Letter Writing Format.

Purpose: To teach students the correct format for writing and mailing a business letter.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduce format	5 minutes	Handout - "Business Letter Form" page 3-7S-2
B. Discuss format	10 minutes	Handout - "Sample Contact Letters" page 3-7-2 and 3-7-3 (previous lesson)
C. Preparation of letter	10 minutes	Sample Letters above
D. Proper folding	10 minutes	Handout - "Folding Letters" page 3-7S-3, blank paper and personal and business size envelopes
E. Envelopes	5 minutes	
F. Summary	5 minutes	
G. Questions and Answers	2 minutes	

BUSINESS LETTER FORMAT

1. ______________________________
____
2. ______________________________

3. ______________________
____
____
____

4. ______________________:

5.   ____
____
____

     ____
____
____
____

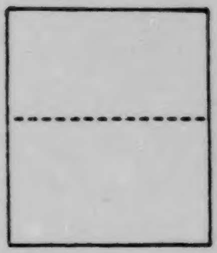
6. ______________________________

7. ______________________________

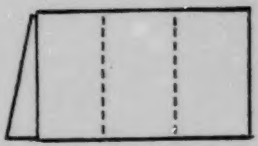
8. ______________________________

FOLDING LETTERS FOR MAILING

Proper folding for personal sized envelopes:

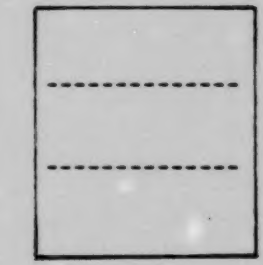


1. fold in half along dotted lines.

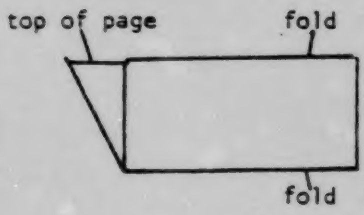


2. then fold in thirds along dotted lines.

Proper folding for business sized envelopes:



1. fold in thirds along dotted lines, fold from bottom first.



2. when placing letter in envelope, be sure open edge faces up.

Unit 3 - The Job Search

Lesson 7S - Proper Letter Writing Format

Note: This lesson is to be taught only if needed when discussing letters to employers.

A. If you discover as you mention business letters (cover letters and follow-up letters) that students are unfamiliar with the proper form and content of a business letter, use the following information.

1. Discuss the form of a business letter.
   - a. Ask students what it should look like.
   - b. Record their answers on the blackboard.
   - c. Sketch an example on the board to illustrate the proper form or handout - "Business Letter Format", page 3-7S-2.

B. Ask students: "What should go into each section?" (The numbers refer to the numbers on the handout.) You may wish to refer to the sample letters from the previous lesson.

1. "The sender's (your) address which includes:
   - a. House number and street.
   - b. City, state and zip code."

2. "The date on which you wrote the letter."

3. "Addressee - The place to which you are sending the letter:
   - a. Person's name, to whom letter is written (if you know it).
   - b. The name of the company you are applying to for employment.
   - c. Company's address.
     - 1) Number and street.
     - 2) City, state and zip code."

4. "The Salutation - 'Dear ______:' If you know to whom you are writing, use the person's complete name, e.g., 'Dear Mr. John Smith', (or Ms. Jane Doe or Mrs. Gwendolyn Jones). If you do not have a specific name, use 'Dear Sir/Madam' or 'To Whom It May Concern' or 'Dear People'."

5. "The body of the letter should be short and to the point. It should have no abbreviations and the sentences should be complete and punctuated. It should include:
   - a. "Introduction - Why you are writing to this company or person. What do you want?"
   - b. "Necessary comments -
     - 1) If you are looking for a job:
       - a) If a resume is enclosed, state that.

b) Highlight your strengths and abilites as they relate to the job.

c) Highlight your experiences doing similar or related jobs."

2) "If you are thanking an employer for an interview:

1) Highlight your experience to do the job.

2) Highlight your strengths and abilities related to the job.

3) Review any high points from the interview."

c. "Closing remarks should include:

a. Contact number.

b. Thank you."

6. "Closing phrase, e.g., 'sincerely' or 'yours truly'."

7. "Sign your name in script (cursive)."

8. "Print your name."

C. "Now that you know what form your letter should take. How do you prepare it?" This should include:

1. That it should be typed or very neatly written (printed is often best).

2. It should be on 8½" x 11" white paper.

3. The students should use black or blue ink.

4. It should be double spaced between paragraphs.

D. If students are unable to fold a business letter use the folding information on page 3-7S-3. Have learners practice folding letters for personal and business sized envelopes. The diagrams on the handout illustrate proper folding for both sized envelopes. You may need to distribute blank papers and envelopes to learners for this exercise. Use page 3-7S-3 as a handout and/or as a teaching guide.

E. To conclude this task have student address their envelopes, after the following information is given:

1. The envelope should be in block form.

2. The sender's address in the upper left corner. This should include the sender's:
   a. Full name.
   b. House number and street.
   c. City, state and zip code.

3. The addressee information goes in the middle of the envelope. Emphasize the fact that this should be centered and include the:
   a. Name of the person (if they know it).
   b. Name of the company.
   c. Address of the company.
   d. City, state and zip code of the company.

F. Summarize this task with:

1. "You should always use a business letter form for business letters."

2. The parts of your letter should include:
   a. Your address.
   b. Date.
   c. Addressee's address.
   d. Salutation.
   e. Body of the letter.
      1) Short and to the point.
      2) No abbreviations.
      3) Complete sentences.
      4) Good punctuations.
   f. Your signature.
      1) Preceded by 'Sincerely' or 'Yours Truly'.
      2) Your name written in cursive.
      3) Your name typed or printed."

3. "Prepare your letter neatly on 8½" x 11" white paper in blue or black ink. Typing or printing is better than writing."

Unit 3

Lesson 8

Lesson Overview

Title: Conducting a Job Search (Unit Summary)

Purpose: To summarize the unit and present a job search strategy.

Equipment: None.

Activities	Time	Resources/Materials
A. Unit review and Summary	5 minutes	
B. Job search strategy	10 minutes	
C. Job search tip sheet	5 minutes	Handout - "Job Search Pointers" - page 3-8-2.
D. Questions and Answers	2 minutes	
E. Review Questions	20 minutes	Handout - "Review Questions", page 3-8-3.

Name ______________________

Job Search Pointers

WANT ADS - Read them every morning.

SOCIAL SECURITY CARD (or number) - Always have it with you.

FACT SHEET - Always have it with you.

CONTRACTS - Read them and understand them before you sign.

WORKING PAPERS - If you are under 18, get them.

RESOURCES - USE THEM!

1. Family and friends
2. School counselors
3. Bulletin boards and signs
4. Labor unions
5. Local businesses
6. Yellow Pages
7. Chamber of Commerce
8. Libraries
9. Civil Service
10. Want ads
11. Government employment agencies
12. Private employment agencies
13. Temporary employment agencies
14. Community organizations

HAVE A GOOD STRATEGY:

1. Carry a pen and a small notebook with you.
2. Talk to everyone you know.
3. Use your resources.
4. Develop a daily routine.
5. Keep your spirits up.

Name ____________________

Job Search Review Questions

Questions 1 through 6: Select the best answer.

1. Job openings are often advertised in the classified section of the newspaper, under what heading?

   a. Jobs
   b. Want Ads
   c. Help Wanted
   d. Situations wanted

2. The "Situations Wanted" section of the classified ads is for ads about ____________________.

   a. people who want to sell something
   b. employers looking for employees
   c. workers looking for work
   d. people who want to travel

3. If you go to a private employment agency for a job, you may be asked to sign a ____________________.

   a. register
   b. complaint
   c. oath of allegiance
   d. contract

4. A reference is: ____________________.

   a. a job opening
   b. a government program
   c. someone who can say you will be a good worker
   d. someone who can teach you

5. You get a copy of your social security card by applying at: ____________________.

   a. the local Social Security Administration in your county or borough
   b. the Social Security office in Washington D.C.
   c. the county clerk.
   d. your school

6. You can get an official copy of your birth cirtificate from ____________________.

   a. the hospital where you were born
   b. the health department
   c. the library
   d. the family court

Questions 7 through 9: select the best answers.

7. The most important piece(s) of identification for you if you want to work is (are): ______________________________.

   a. birth certificate
   b. social security card
   c. police identification card
   d. working papers

8. Which agencies do not charge you money for help in finding a job: ______________________________.

   a. N.Y.S. Job Service
   b. private employment agencies
   c. temporary employment ageicies
   d. libraries
   e. community centers

9. Two ways to find a list of all the restaurants or record stores in your area would be to: ______________________________.

   a. call City Hall
   b. look in the phone book white pages under "R"
   c. look in the phone book yellow pages under "R"
   d. Go to the Chamber of Commerce

Questions 10 - 15: Mark TRUE if you believe the statement is true or correct, mark FALSE if not.

TRUE	FALSE	
☐	☐	10. Looking for a job can be a full-time job.
☐	☐	11. The yellow pages has job openings listed.
☐	☐	12. Private employers list their job openings with NYS Employment Service.
☐	☐	13. Private employers list their job openings with the Civil Service Commission.
☐	☐	14. All youth under 18 need working papers before they can be paid workers.
☐	☐	15. If you are calling an employer about a job, it is O.K. to chew gum since you can not be seen.

Here is a want ad. Please read and use it to answer questions 16-23.

> Counter person. 15-20 hrs. per wk., begin immed., exp. helpful, but not nec., min. wage to start. Exc. oppty. for good wkr. Apply in person bet. 2-4pm. Clements Cleaners, 4221 Rosa Rd.

16. What is the job title? ______________________________.
17. Is the job full or part-time? ______________________________.
18. What experience is required? ______________________________.
19. How would you contact this employer? ______________________________.
20. Whom should you ask to see for an appointment?______________________.
21. What time would be good to go for an interview? __________________.
22. How much does the job pay? ______________________________.
23. When is this job available? ______________________________.

For Questions 24 and 25 answer with one or two short sentences.

24. When calling a company which has a job opening, what should you say after you reach the right person and give your name?

____

____

25. When calling a company "cold" what's the first thing you say after you reach the right department, and have said "Hello" and your name?

____

____.

Questions 26 - 28: List three ways that you can get leads for jobs;

26. ____
27. ____
28. ____

Questions 29 - 32: Four reasons why an employer should hire me.

29. ____
30. ____
31. ____
32. ____

Lesson 8 - Conducting a Job Search (Summary)

A. Begin with: "We have covered a lot of information in this unit. This sets a foundation for getting you to the point where you get an application, complete it, get an interview, and get hired! That's what this is all about. We've discussed and learned about: (Either have students brainstorm this and write it on a flip chart, or present it as outlined below.)

1. "What is a Job Search? What does it mean to 'sell yourself' to an employer?"
2. "What papers do you need to conduct this job search? (Social Security cards, birth certificates, working papers, driver's licenses, and personal fact sheets or resumes.)"
3. "Who am I and what are my good points that will get me a job? How do I collect them and organize them? (My Personal Fact Sheet.)"
4. "Job Search Resources: who and what is out there to help you find a job lead. How do you use these resources? How do you follow-up on their leads? (Resources include: friends, school, signs, want ads, employment agencies, community centers, the yellow pages, and local businesses.)"
5. "Help Wanted Ads: What are these little messages found in the Classified Sections of newspapers? What can they tell us, and what do we do with that information?"
6. "Employment Agencies: Public, Private, and Temporary. We learned how to find our way in these places, what they can do for us and what they may cost us."
7. "Making contact: How to make cold contacts when we don't have any leads and how to make hot contacts when we're following a hot tip. How to use all three contact methods: phone, visit, and letter, and which is best for which type of contact."

B. "There is one more piece of information on the Job Search that you should know. That is how to develop a strategy for conducting a successful job search."

"Conducting a successful job search means keeping track of lots of information, working hard, getting help and tips from many resources, and keeping your spirits up in spite of all the rejections you are going to get."

"One good strategy looks like this:" (You may want to write this on a flip chart.)

1. "Keep a small notebook with you (pocket size) to keep track of all the names of people you meet, businesses you contact."

2. "Talk to everyone you know to get leads and advice. Have people practice interviewing with you, review your fact sheet, and give you tips. Use your people resources."

3. "Investigate all your other resources: learn where they are and how to use them. Then, use them!"

4. "Develop a daily routine: start with the morning paper, a visit to the Job Service and then some time to follow up on new hot leads. Make some cold contacts too. Job Searching is work; work at it everyday!"

5. "Keep your spirits up. No one hires someone who's down in the dumps, so have a plan to keep the blues away. Plan in fun time everyday. Tell your friends you'll be going through some tough times and you'll need to be cheered up. Forget about jobs on the weekends. Concentrate on having fun. And remember, you are O.K. Just because one employer or ten employers turn you down, it doesn't mean anything is wrong with you. It takes a lot of no's to get one yes."

C. You may want to distribute the tip sheet attached to this lesson (page 3-8-2) and have students review it. Ask them if they have any questions or concerns about the job search.

D. Questions and Answers.

E. Unit Review Questions. Distribute the Review Questions and have learners complete it. You may wish to help them with the abbreviations in the want ad (#16-23).

Note: The tip sheet has answers to some of the review questions. You may want to hold the tip sheet until after students complete the review questions, or have them use it as an open-book exercise.

F. Answer Key.

1. c
2. c
3. d
4. c
5. a
6. b
7. b,d
8. a,c,d,e
9. c,d
10. T
11. F
12. T
13. F
14. T
15. F

16. Counter person
17. Part-time
18. None required (counter experience helpful)
19. In-person
20. The owner or manager (or the person who does the hiring)
21. Between 2 and 4 p.m.
22. Minimum wage
23. Immediately

24. Tell them the name of the job you are interested in, how you heard about it, and ask if you can come in and apply.

25. Tell them about your experience and abilities; tell them what type of work you'd like to do, and ask them if they have or expect any openings.

26-28. Accept any of the 14 resources.

29-32. Accept any appropriate strengths, abilities, interests, or experiences.

OVERVIEW OF UNIT 4 - "COMMUNICATION"

Unit Purpose

To have students:

- Learn the process of communication.
- Understand effective oral communication.
- Understand assertive communication (using communication to solve problems)

Unit Lessons

Lesson 1 - Basic Parts and Elements of the Communication Process: The basic parts of communication and the six parts of speech are presented. The students are assisted in learning to use these skills to get what they want.

Lesson 2 - Roadblocks to Effective Communication and How to Avoid Them: The barriers which can occur when sending a message are presented. The students are assisted in the use of strategies to decrease communication breakdown caused by their barriers.

Lesson 3 - The Listener and the Message: The message and the job of the receiver are discussed. This assists the students in understanding that a good, complete communication system will help them reach their goals in getting and keeping a job.

Lesson 4 - Communication in Practice: This is the practical application of the parts of speech and an introduction to Assertive Communication. The students are assisted in using clear and assertive communication to help solve problems at work.

Lesson 5 - Assertive Communication: This lesson covers strategies and the philosophical basis of assertive communication. Through the use of practical situations the students are assisted in the understanding of their rights and responsibilities when communicating assertively.

Lesson 6 - Communication and the Job Hunt: This lesson is a practical review of the unit. The students are instructed in and practice each step in establishing a job interview.

UNIT 4 - "COMMUNICATION"

Unit Notes

This unit precedes the units which requires communication skills to obtain success (Applications, Interview, New Worker, Human Relations on the Job). The students are offered all of the components needed to communicate a clear message. These include:

1. The components of the Communication process:
   a. sender
   b. message
   c. receiver
2. Four basic rules of communication; choose the right:
   a. time and place to send the message,
   b. words to send the message,
   c. method to send the message,
   d. message beyond the actual words spoken.
3. The six elements of a message in the Communication process include:
   a. who
   b. what
   c. where
   d. when
   e. why
   f. how

The students are also offered information on roadblocks which can be created by the sender and receiver and how to avoid them to increase the chances of clear communication.

Assertive communication is presented as a method of problem solving. Through practice situations which can be role played or discussed, students are able to enhance this skill.

The unit can be enhanced by drawing real world examples into the discussions. The students can be asked to critique parts of radio and TV programs, movies, commercials, political speeches, or other examples of oral communications. These can be offered in class or as homework assignments. The theoretical orientation of much of the material should be softened by tying it back to concrete examples and practice situations. This is done in Unit 9 where communication skills are used to solve problems on the job, and Unit 6 where the parts of a clear and complete message are used to assure that students send and receive all the necessary information.

Unit 4

Lesson 1

Lesson Overview

Title: Basic Parts and Elements of the Communication Process.

Purpose: Explains the basic parts and elements of the communication process and their role in getting what you want.

Equipment: None.

Activities	Time	Resources/Materials
A. Definition of communication	5 minutes	
B. Communication skills outlined	10 minutes	
C. Outline and discuss the 4 rules of communication	5 minutes	
D. Body language	5 minutes	Handout "Non-verbal Activity Strip" and "Facial Expression Chart" page 4-1-2, 3
E. Discuss choosing the right time and place to get a message through	5 minutes	Handout "Job and Business Space" page 4-1-4
F. Discussion of hearing beyond the actual words someone sends, to get to the real meaning of the message.	5 minutes	
G. Summary Who, What, Where When, How and Why	5 minutes	Handout "Who, What, Where, When, How and Why" page 4-1-5
H. Sender/Receiver game	5 minutes	
I. Optional exercise	5 minutes	
1. Park bench	10 minutes	
2. Role play	2-3 minutes	

NON-VERBAL COMMUNICATION ACTIVITY STRIPS

ANGRY - I WANT TO PUNCH YOUR FACE OUT.

COOL AND CONFIDENT - I AM SUPER.

DEPRESSED AND SAD - WHAT A ROTTEN DAY.

TUNED OUT - I AM NOT INTERESTED.

HAPPY - EVERYTHING'S GOING GREAT TODAY.

SLEEPY - I'M SO TIRED.

IN A HURRY - COME ON, I'VE GOT TO GO.

AFRAID - SCARED OF WHAT'S GOING TO HAPPEN.

EXCITED - JUST WON THE LOTTERY.

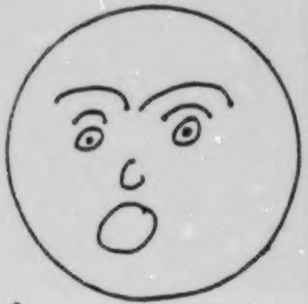
DEPRESSED - YOU FAILED AN IMPORTANT TEST AT SCHOOL.

SAD - YOU JUST BROKE-UP WITH YOUR GIRLFRIEND, WHO YOU REALLY LOVED.

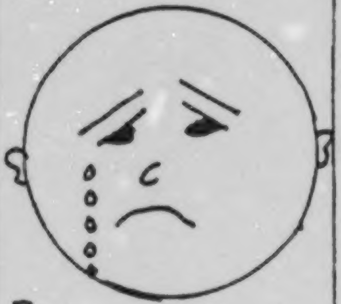
Read These Faces - What message are these pictures sending?

Directions - Match the emotional message sent by each of the following faces to the correct word.

(1) content (2) unhappy (3) shock (4) scare (5) mad (6) disgusted



A. ____________



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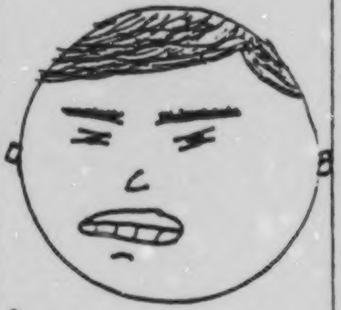

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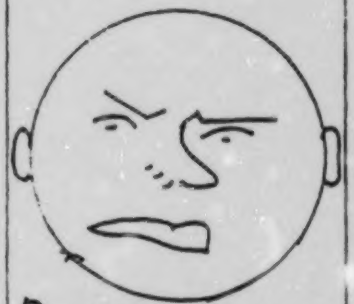

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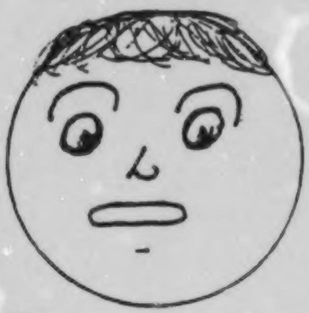
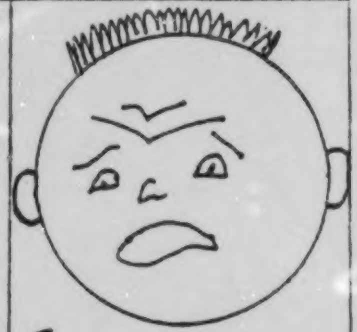
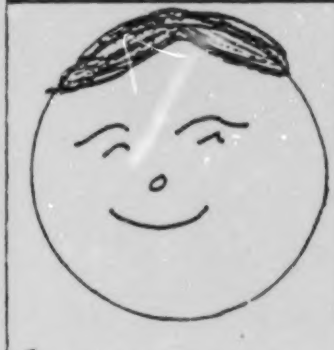


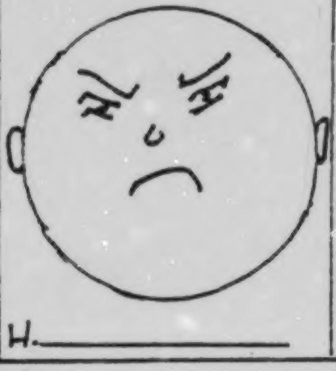
E ____________



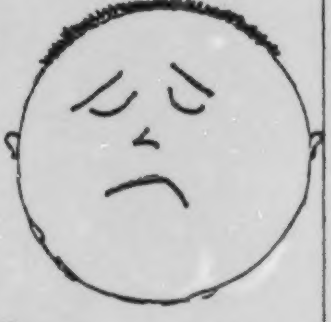
F. ____________



G. ____________

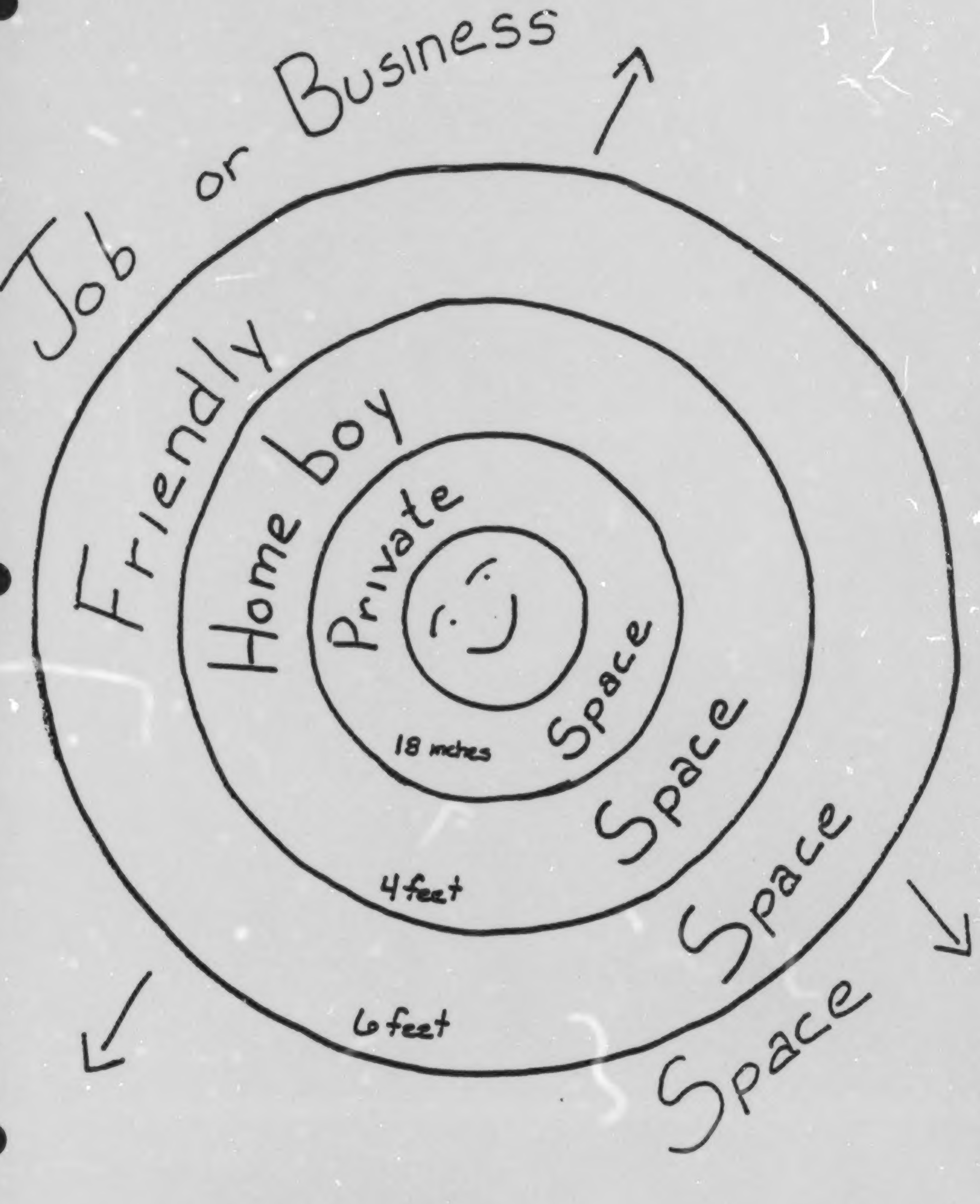


H. ____________



I. ____________

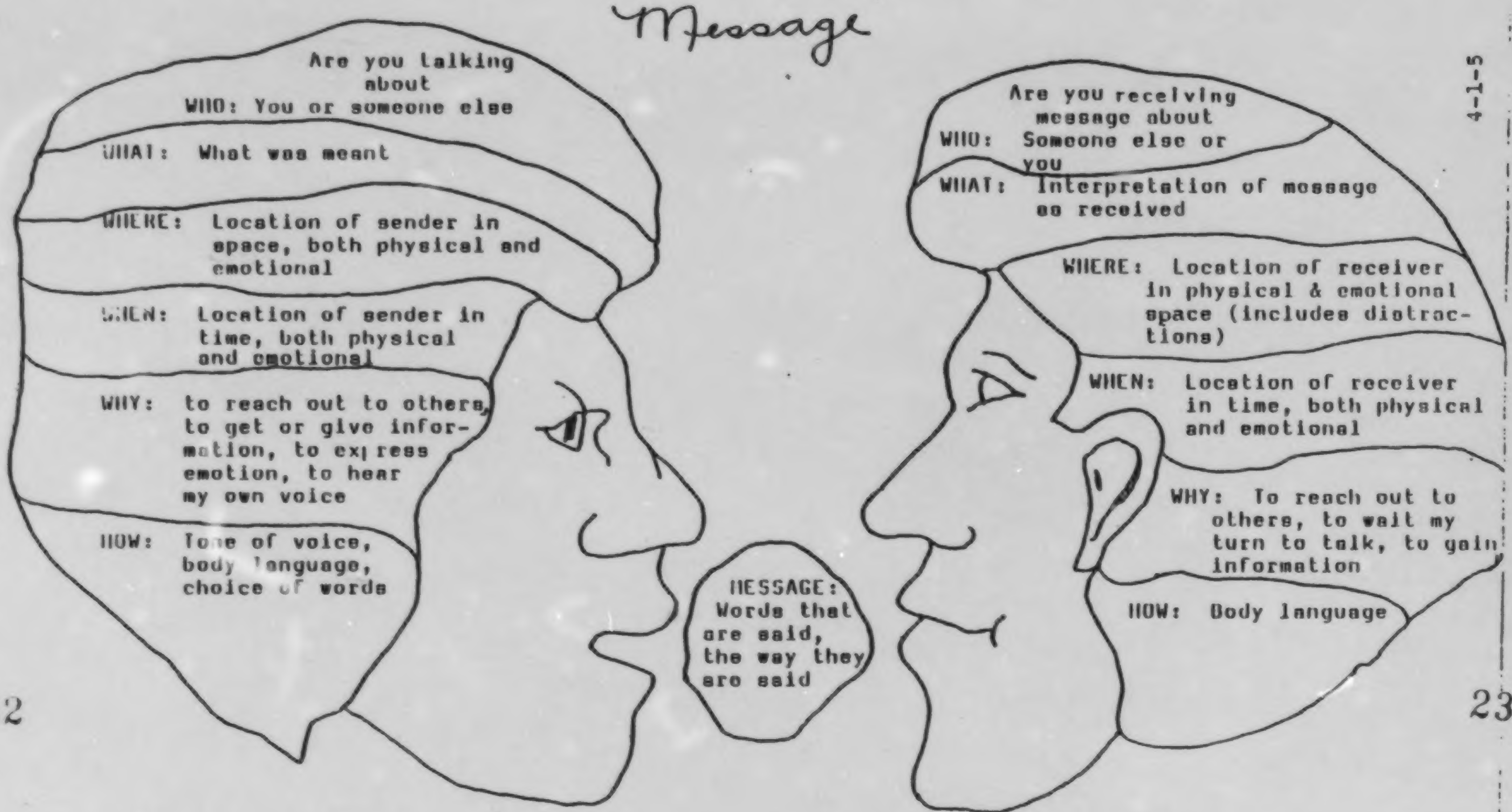
Answers: A - 3, B - 2, C - 5, D - 6, E - 3, F - 4, G - 1, H - 5, I - 2.


Job or Business
Friendly
Home boy
Private
Space
Space
Space
Space
18 inches
4 feet
6 feet

Name Sender

Receiver

Message



Are you talking about

WHO: You or someone else

WHAT: What was meant

WHERE: Location of sender in space, both physical and emotional

WHEN: Location of sender in time, both physical and emotional

WHY: to reach out to others, to get or give information, to express emotion, to hear my own voice

HOW: Tone of voice, body language, choice of words

MESSAGE: Words that are said, the way they are said

Are you receiving message about

WHO: Someone else or you

WHAT: Interpretation of message as received

WHERE: Location of receiver in physical & emotional space (includes distractions)

WHEN: Location of receiver in time, both physical and emotional

WHY: To reach out to others, to wait my turn to talk, to gain information

HOW: Body language

4-1-5

Communication

Unit 4 - Communication

Lesson 1 - Basic Parts and Elements of the Communication Process

A. State: "We've all heard a lot about communication."

1. Write "communication" on the flip-chart. Ask: "What is communication and what does it mean?" Draw from the discussion the fact that for communication to take place, two or more people are necessary and that some kind of message is sent between or among them.

2. Under the word communication on the flip chart, draw two heads with a message bubble between them. Label one head "sender," the other "receiver" and the bubble "message" (see diagram in handout page 4-1-5).

3. Ask learners: "Why are good communication skills necessary?"

1. After several responses, try to develop (if possible) from their ideas the concept that your chances of achieving what you wish and getting what you want from other people depends on how well or clearly you write or speak.

2. Elicit from youth what are the elements of communication? After several responses, list on the blackboard as you discuss:

   a) "Who - Who is talking? Who are you talking to? Who are you talking about?"

   b) "What - What type of message are you sending? Is it a question for information, an angry message, or a happy message?"

   c) "Where - Where are you mentally and/or emotionally when you send the message? Are you tired, hurt, happy? The other part is: Where are you physically? Are you in the right room?"

   d) "When - When deals with time. Is the emotional and/or mental time right to send your message? Are you too tired to discuss a topic? The place is also involved with "when". Should you discuss a problem with your boss at lunch, in a staff meeting or after work?"

   e) "How - How will you send someone a message? In person, in a note, over the phone? How will you sound? Angry, happy, depressed? In short, what tones will you use?"

   f) "Why - Why are you talking? To get information, state a point, clear up a problem, or just to be friendly."

C. "Now that we know which words are important in a clear message. Let's talk about 4 rules or guidelines into which these words fit

1. State the following information as you write on the flip chart: "To send - receive clear messages, we have to:

   a. Choose the right words for sending the message.
   b. Choose the right method for sending the message.
   c. Choose the right time and place for sending the message.
   d. Hear beyond the actual words someone sends to get to the real meaning of the message."

2. State:"We are going to deal with each of these separately."

3. State: Choose the right words for sending the message. Continue, when sending a clear message, the words should mean the same thing to the sender and receiver. The words which help us send a clear message are who, what, when, where, why and how. Who and what are important to choosing the right words."

   a. The"who"of the message comes in three parts:

      1) Who is sending the message.
      2) Who is receiving the message.
      3) Who are you talking about.

   The first two fit together e.g., a parent (sender) talking to their child (receiver), the words of the message would be different then a youth (sender) talking to the police (receiver). Role play several similar situations. Emphasize after each that the words chosen to send the message differ depending upon "who" is involved.

   The third who is a subject who. Again both sender and receiver must be clear about who you are talking about e.g., John is big. There are many people named John. In the message, which John you are discussing must be the same for both sender and receiver.

   b. The"what"of the message conveys the nature or character of the thought expressed. If the sender sends a serious message and the receiver receives a care free, playful message then the thought is unclear; and the resulting immediate behavior of yelling or sharpness of tone becomes confusing. So make sure your words are the right ones to convey your thoughts or what you want to say.

   c. Summary - the choice of the right words is important for a good clear message. Clear messages generally result in getting the receiver to understand you and your statement.

4. The next part of getting a clear message through is choosing the right method for sending the message.

   State:"Choosing the right method includes the how or mode of delivery." Discuss each as they are added to the list. Emphasize different times for each. This may include:

1. Sending a note, e.g., a follow up from an interview, making a phone call in response to a want ad, or arriving in person to get an application.

2. Choice of tones, e.g. anger, aggression, happiness.

3. Choice of words, polite words, please give me or aggressive words. give it up!! (Highlight polite words as discussed in Communications Unit. Many times this will get you what you want while leaving the other people with a sense that you respect them).

4. Body language.

D. "Let's stop for a minute and discuss body language." Elicit from students a definition of body language. The definition should express the concept of physical expression, gestures, posture, facial expression and eye contact.

1. You may wish to use the Non-Verbal Communication Activity Strips" as a charades game, and/or the "Facial Expression's" chart, pages 4-1-2 and 4-1-3.

2. Tie this section together with these thoughts:

a. "Your body language must match your words for a clear message. If they don't the receiver will be unclear about what to do. For example, your words say you would do it, your body language says no. The receiver doesn't know what's happening. This is called a mixed message and hinders communication."

b. "Too much body language and your message may get lost as your receiver enjoys your performance and ignores what you're saying."

E. Continue with:"Choose the right time and place for sending the message. This is the when and where of communication."

1. Have youth suggest examples of the right time and place, or the wrong time and place(see page 4-1-6, B-2, C&D). Highlight how this guideline will either add to or hinder clear communication.

2. Use the "Job or Business Space Chart" page 4-1-4 to discuss another view of "Where." State, Where you stand when talking is governed by an unwritten understanding. Think of several appropriate situations where space violations will stop or hinder communication, e.g., If your boss stands in your private space while giving you instructions in a quiet, medium sized room; you generally become distracted by his closeness and:

a. Don't listen because you are uncomfortable (can't hear his words).

b. Get annoyed and possibly angry ('Get out of my face').

c. Don't listen because you are wondering whether he is strange. (You are thinking other thoughts).

3. State: "There are some cultural exceptions to the above rules of space. Most Americans conduct general socializing outside of the zone called 'home-boy space' (4-6 feet). The zone of job or business space is usually used for communication that is more impersonal, with casual friends, acquaintances and co-workers (6-12 feet). Some cultures such as Latin and Italian have different zones. These cultures allow casual friends and acquaintances to enter their 'home-boy space' with comfort (18"-4 feet). I am stating this so you have additional information about unwritten rules in the world of communication."

F. State: "The fourth rule is to hear beyond the actual words someone sends to get to the real meaning of the message. This is another 'how' of communications."

1. To start this section give the following example: "You have just made a foolish mistake and your teacher saw you. Your teacher responds very sarcastically, 'really bright kid.' Does this mean something:

   a. positive or good?
   b. negative or bad?"

2. Elicit from the students an answer and a reason for their choice.

3. State: "Body language, tone, and emphasis on words have a lot to do with whether the receiver gets what you send.

G. Review this class on communications. Use the handout "who, what, where, when, how and why", page 4-1-5. Highlight the six elements (who, what, where, when, how and why) in relationship to:

1. Choosing the right words (who and what)
2. Choosing the right method (how)
3. Choosing the right time and place (where and when)
4. Hearing beyond the actual words (how)

H. Introduce the following sender/receiver games. You as leader develop a statement with a who, what, where, when, how and why message. Whisper the message to the student, who in return relays the message to the next and so on. The last student then repeats the message aloud. You as leader then repeat the original message. If there is no difference, state that the class is a group of excellent listeners and repeat exercise with a longer message. If there is some difference in the sent and received message, say so and continue with a new messgae.

Note: The longer the message the harder it is to relay it accurately.

I. Optional exercise - The park bench.

1. This exercise is to highlight the invasion of space. This could augment the Job or Business Space Chart.
2. The exercise requires a bench, or some seating which could hold 2-4 people (a table will do).
3. The three keys spots on the bench are:
   a. The center of the bench denotes "It's my bench".
   b. The very end of the bench denotes "leave me alone".
   c. Just off-center of the bench denotes "I'm accessible, I will talk to you".
4. As instructor assumes position A, ask a volunteer to approach the bench and sit down.
5. Elicit what the student felt and why s/he sat where s/he did.
6. Follow same procedures with b and c.
7. Follow with a discussion of the non-verbal communication that each physical position seems to represent. Note the body language used and how effective it can be as a communication tool.

Note: This unit is a heavy lecture unit. It may assist the flow to use periodic role plays. For example,

1. When discussing body language, have the students role play a message without the use of words. Suggested role plays are:
   a. Anger address towards your parents, a friend or an enemy.
   b. Frustration at a job at work, or at home.
   c. Concern with a hurt sibling, friend or a stranger.
2. When discussing the four basic rules, develop short role plays which illustrate the rules, for example, role plays which illustrate:
   a. What words would they choose in saying hello to a friend; what would they say to a judge in court?
   b. The tone of voice they would use to express anger, vs. the to tone for confusion or sadness.
   c. What would they say to their friend on a basketball court vs. a court of law. (The time and place.)
   d. How they would respond if someone said "How are you doing?" and sounded like they were sad. (Hear beyond the actual words.)

Unit 4

Lesson 2

Lesson Overview

Title: Roadblocks to Effective Communication and How to Avoid Them.

Purpose: To present the barriers created by a sender and how to avoid them.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Review first lesson on Communication	2 minutes	
B. Watch the video - "The Sender"	8 minutes	Video tape - "The Sender"
C. Introduction to roadblocks of communication	10 minutes	
D. Discussion of solution statements	5 minutes	
E. Discussion of the put down roadblock	5 minutes	
F. Discussion of the avoidance roadblock	5 minutes	
G. Summary	3 minutes	
H. Questions and Answers	2 minutes	
I. Solutions to roadblocks	4 minutes	
J. Summary	1 minute	

Note: The concept of roadblocks as defined in this lesson was adapted from Dr. Thomas Gordon's book: Parent Effectiveness Training.

Unit 4 - Communication

Lesson 2 - Roadblocks to Effective Communication and How to Avoid Them

A. "We ended the last lesson by putting together a communication situation where there was a sender-message-receiver. We also talked about the six process elements or 6 parts of speech." Ask: "What are the six parts of communication discussed yesterday?"

1. List the six parts on the blackboard as students name them.
2. Briefly review their importance, e.g., the "how" is the way the message is delivered.

B. "We know there are certain things the sender has to do to get his/her message across. To review those things the sender has to do, we are going to watch a video tape called 'The Sender'."

1. While you are watching the video, I want you to think about how the performers show:

   a. The skills a person needs to be a good sender.
   b. The ways the sender can create roads to good communication."

2. Show "The Sender" video tape.

3. After viewing, lead a discussion on the objectives of "The Sender".

   a. "What does the sender have to be aware of when sending a clear message?"

   b. Be sure the following points are covered in the discussion: timing, physical and emotional needs, body language.

C. "Some people with the best communication skills can still have problems getting messages across. These message problems are called roadblocks or barriers to communication."

1. Ask students if they are aware of any such roadblocks or barriers After several responses continue: "There are three major roadblocks which we will discuss." (If these roadblocks were stated in the brainstorm, give the student credit as you explain them.)

   a. The solution roadblocks
   b. The put down roadblocks
   c. The avoidance roadblocks

D. "Let's take on one roadblock at a time. We will begin with the solution roadblock."

1. Elicit from students what they think a solution roadblock is.

2. The explanation should include the following points:

   a. The sender takes without receiver's permission, complete control of the receivers' situation. The conversation is then not one of shared communication but decisions and directives on the part of the sender.

   b. Key words in a solution statement are: "If I were you..I would... or, you'd better do...."

   c. A solution statement includes probing questions of the sender by the receiver which result in the sender being:

      1) Ordering, directing, commanding the receiver.
      2) Warning and threatening the receiver.
      3) Moralizing or preaching to the receiver.
      4) Advising or suggesting the receiver do certain things.

3. The receiver's reaction to a solution roadblock is resistance in being told what to do. Also, the receiver may stop listening and occasionally may stop talking.

4. Summary - "This roadblock takes away the receiver's sense of the ability to solve his/her own situation. The receiver feels you don't trust my judgement. People who are most likely to use this roadblock are parents, teachers, group leaders: in short authority figures. (Emphasize the tone and agressiveness of the sender when using a solution roadblock.)

E. The second roadblock is the"put down statement." State:"I am sure we have all at one time or another received or given 'put downs'."

1. Elicit from students an example of a put down.

2. Categorize their comments into the following areas:

   a. Destructive criticism - sender can only find faults with receiver, no matter what receiver does, there is always something wrong.

   b. False praise - overly praising someone, giving them more credit then they deserve.

   c. Name calling.

   d. Labelling - denies a person individuality, e.g., "all teens are that way."

   e. Sarcasm - ridicules a person.

3. Continue: "The feelings the receiver has range from guilt to inadequacacy. This roadblock affects self-concept (how you feel about yourself). The reaction of the receiver is generally resentment and the receiver stops listening.

F. Say: "Avoidance is the third way of closing off communication."

1. Ask the student to think of the ways they avoid things.

2. The list should include:

   a. Silence
   b Statements like: "It's none of your business; I am late, talk about it later", etc.

3. Summarize: "This roadblock is the easiest to hear. Communication usually stops short when someone says 'I'll talk to you later' or 'It's none of your business.' Even silence stops communication. People get tired of talking to themselves."

G. Summarize roadblocks in the following way, state:

. "Roadblocks are communication stoppers when used at the wrong time.

1. "Solution roadblocks leave the receiver resistive to a possible good solution or to any further conversation. No one likes to feel incapable of dealing with problems or life situations."

2. "The put down only serves to make the sender feel good and the receiver feel bad. By calling someone names or using any other similar method: you only succeed in making the receiver feel uncomfortable (you attack their self-concept). Very little new information is transferrred from sender to receiver. The result is that the receiver will spend less and less time talking to you."

3. "The avoidance roadblock as stated before, is the easiest to learn. This is the only roadblock discussed where the sender, by his own words, stops sending to a receiver. The other two roadblocks has the sender talking and the receiver not receiving because of bad or uncomfortable feelings."

4. "The misuse of the six elements can also become roadblocks. We briefly talked about this when we discussed a clear message, e.g., if you don't know who a sender is talking about, communication is hindered or stopped."

H. Questions and Answers.

I. State:"Many of our own communication problems are caused by roadblocks. Have you begun to wonder if there is a way to get around them? If you haven't found any, I have two ways to share with you:"

1. "The first is a technique you learned as a kid. It's called politeness. If I said to you, 'Take your hat off', do you think you'd do it? Probably? Maybe? But how would you feel about it? Probably like I'd ordered you around: this is a solution statement. If I said 'Mark, please take off your hat', you'd probably feel a bit better about doing it. Silly as it seems, being polite can help you get your message across to another person. It shows that you respect them, just as you want others to respect you. Showing respect strengthens relationships.

   a. "Words like 'please', 'thank you', 'I'm sorry', and 'excuse me' are like honey. They sweeten our everyday contacts with other people. Can you think of other words or phrases that have the same effect?"

   b. Continue:"You've heard it said over and over again, that 'you should be polite to other people'. I'm sure it's getting to be a big bore. But nevertheless, it's very important. We don't live alone. We live with needs and other people. We are members of society, not hermits. Being polite helps a person get by. It's hard to say 'Please stop doing that, you jerk'. If you start with the 'please', you're less likely to finish 'you jerk'. Doing that will help you avoid using roadblocks that stop communication."

   "By politely saying that you are unable to talk about an issue or concern closes the door to that topic, but allows for other areas of discussion. For instance, instead of saying 'It's none of your business', (avoidance statement), you might reply, 'I would prefer not to discuss that topic now, but thank you for your interest'."

2. "The second technique adds clarification of the problem and why you need something. The following is its form:" (As you cover the points, write them on the blackboard.)

   a. "You ask for cooperation."

   b. "Describe the action, talk about how you (the sender) feel about it and describe the effect on you (the sender)."

   c. "An example of the above is: you are doing something that is bothering me and I say to you, 'Cut that out, you idiot' (put down) or 'forget you' (avoidance). What would you do?"
   "If you're like some people, there's a chance you'd stop. But there's also a good chance that we'd end up in a fight (verbal or physical). This would end our opportunity for constructive communication and possibly build a bigger barrier by your continuing the activity that originally bothered me."

3. So the question is what you can do or say that will change your behavior without causing problems? Let's use the method outlined:

   a. Politely ask the person to stop: 'Please stop tapping'.

   b. Follow with the second step: "Your tapping is noisy and I can't concentrate'.

   c. Here's the statement without the steps outlined: 'Please stop tapping, it's noisy and I can't concentrate.'"

4. The following are examples for practice:

   a. "You're on the street with your friend, and he's making a lot of noise shouting, dancing and banging on the street signs. People are looking at you and you're embarassed. You'd like to ask him to stop."

   b. "You share a room with J.R., who has a habit of dumping his stuff on your bunk. You've just come back to the room to see J.R. stretched out on his bed reading a comic book. You'd like him to remove his stuff now so that you can stretch out and relax, and you want him to know that you don't like him leaving his stuff on your bed. What will you say to him?"

5. You may create more situations for the student to solve. You may also divide the class in half and have them create situations for each other.

J. Summarize: "If you noticed both techniques have polite statements. Remember if you wish to be treated with respect, treat others with respect. The second technique is longer but it serves to give the receiver more information about your (the sender) needs. The benefit of the second method is that since the receiver now knows which particular thing bothers you s/he will probably not do it again.

Unit 4

Lesson 3

Lesson Overview

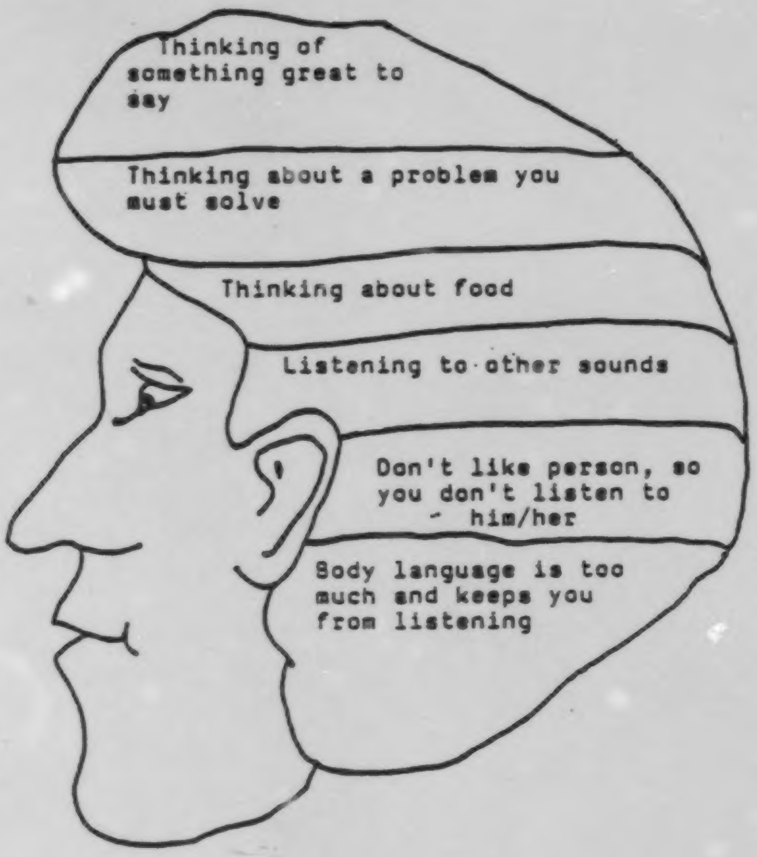
Title: The Listener and the Message.

Purpose: The message and the job of the receiver are discussed. This is to assist the students in the understanding that a good, complete communication system will help him get many of their needs met.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Review of the Message	2 minutes	
B. Watch the video - "The Message"	5 minutes	Video tape - "The Message"
C. Discussion of good sender clear message techniques	5 minutes	
D. Summary	1 minute	
E. Discussion of the receiver	3 minutes	
F. Discussion of constructive silence	1 minute	
G. Discussion of non-commital acknowledgement	2 minutes	
H. Discussion of door openers	4 minutes	Handout - Head of Distraction page 4-3-2
I. Review role of the receiver	3 minutes	
J. Solution to roadblocks	2 minutes	
K. Summary	1 minute	
L. Watching video - "Case of Insubordination"	16 minutes	Video tape · "Case of Insubordination"

Head of Distraction - These are things that get in the way of sending and Receiving a clear message


Thinking of something great to say
Thinking about a problem you must solve
Thinking about food
Listening to other sounds
Don't like person, so you don't listen to him/her
Body language is too much and keeps you from listening

Unit 4 - Communication

Lesson 3 - The Listener and the Message.

Note: A & B of this lesson is a review of lessons 1 & 2 of this unit. If your students have not absorbed the previous lesson this can be used. If they have learned the information or are frustrated and need a break, begin with Section C. An additional review is available in lesson 5.

A. "The last two days we have dealt with the jobs of the sender." List the sender's job on the blackboard to send a clear message. "Yesterday, we discussed different types of messages sent by the sender. List them on the board and briefly review the following type of messages.

Roadblock messages:

1. Solution
2. Put down
3. Avoidance

State that these messages become a problem only when they are used at the wrong time and place. "Yesterday we also discussed alternative solutions to the above problem messages:

4. Polite statements.
5. Polite statements with explanations.

B. "Let's review the video tape, that highlights the parts of a good message. While you are watching the video tape, think about the problems involved in getting a clear message across and how a good listener could solve some of those problems." As you watch the video tape see if you can pick up any roadblocks the performers create for you."

1. Show video - The Message.

2. Discuss the following points:

   a. How youth felt about the video. Did the performers create any roadblocks for you?
   b. What kinds of problems were portrayed?
   c. How were these problems solved?

C. Focus discussion on family and friends. Utilize information from the videotape situations and cover the following points.

1. "Do you have a friend who you especially like to talk with? Does that person seem to have a knack for knowing what you mean or helping you come up with solutions to your problems? Do you find that you and other people seem to like this person alot? He or she probably has a natural ability to use good listening skills. Most of us have to work at developing those skills, but we can all do it. Using those skills can help us to get to know other people, and ourselves better. We can also get along better with supervisors, co-workers, friends and families. Speaking of which, there's a point we ought to talk about right now."

2. "Family: One of the things the experts have discovered is that the closer we are to a person, the more our emotions affect our responses about them or to them. (The phrase 'your mother' says it all). The same goes, of course, for 'emotional' issues, or things about which we have very strong and deep feelings. the more important someone or something is to us, the harder it is to be objective and see things clearly. Therefore, at times when we should often be thinking most carefully, we're hardly thinking at all, just responding. And of course, that can cause a mountain of trouble. Keep this in mind. Some of the times that we will most need to use our listening skills are going to be the hardest times to do it."

D. State "The skillful communicator can send clear messages and listen well with a certain ease, no matter how important or unimportant a communication seems. He or she has the sensitivity and judgement to know when, where, how and with whom s/he could communicate."

E. Continue: "We have covered the sender and the message. Now let's spend time on the receiver and the listener."

1. "The video outlined some good points of a receiver. Does anyone remember what they were? The list should include:

   a. Hear the message
   b. Understand the message
   c. Constructive use of silence to show attention to the sender
   d. Non-commital acknowledgement to keep sender sending
   e. Door openers to start topics or communication

2. "These things are used to help the receiver do their job well. The job of the receiver is to understand the message and keep the message going as long as necessary." List this job description on the blackboard.

3. State:"Hearing the message and understanding the message are the primary jobs of the receiver. Let's hold these for a minute and get into the secondary job, keeping communication going. We listed 3 ways:

   a. Constructive silence
   b. Non-commital acknowledgement
   c. Door openers

F. Let's deal with the constructive silence first." State and discuss:

1. "People's discomfort with silence - Emphasize- if the body language of the sender shows interest and thought (good eye contact, a facial expression that lets you know they are thinking), the receiver can relax. If not, maybe the receiver should leave or start a new topic.

2. People's need to have time to think - to get their thoughts together to express an idea.

Conclude: "A receiver's silence allows for good communication when the receiver's body language and eye contact are appropriate."

G. "Next on the list was non-commital acknowledgement." State and discuss:

1. "This technique comes in two forms:

   a. Physical - nodding, shaking you head, taking someone's hand or patting someone on the back.

   b. Verbal - 'really', 'go on', 'uh-huh' or 'so'."

2. "A good receiver uses these to keep the sender going until he/she gets all the information he/she needs.

H. "Door openers are third on the list, they are used for two reasons:

1. To keep communication going - after a period of constructive silence a receiver may ask, 'What are you thinking about?' or 'What's the problem?'

2. To begin communication - 'How's it going', 'Yo', or 'Hey, how are you doing?' are all greetings which allow for communication to begin."

Summarize: "These three techniques allow for communication to continue, and they are used by the receiver. They are generally used when the receiver feels that s/he has not received enough information, or when s/he feels the sender has more to say."

I. "Let's get back to the receiver's primary or first job: to hear and understand a message."

1. Ask what are the reasons for listening to and understanding messages:

   a. To get definitions.
   b. To get instructions.
   c. To get explanations.
   d. To make contact with another person.

2. "We have just discussed the ways to keep communication going until the receiver has gotten all that's necessary to achieve his/her job of hearing and understanding a clear message. But like the sender, the receiver can create roadblocks."

   a. One roadblock is distractions; state: "Distractions can be in your head only, like thinking of something great to say; or they may be partly environmental and partly in your head, e.g., background noises."

      1) Use the handout "Head of Distraction", page 4-3-2.

2) Ask students whether they as receivers ever experienced any of these distractions during a conversation. Did the distractions hinder their hearing and understanding of the message?

b. "The second roadblock is avoidance. You notice avoidance in the receiver's body language: lack of eye contact, humming, turning away from the speaker, etc."

c. "A third roadblock is interruptions. These can hinder communication by not allowing a message by the sender to be completed."

d. "The body language of the receiver can also be a roadblock. If the receiver's body language shows boredom or impatience, the sender, if alert, will probably stop sending his/her message."

J. These roadblocks on the part of the receiver may be solved by:

1. A higher degree of concentration on the sender and his message.
2. Explaining the distraction difficulty, e.g., "There is too much noise in here. Can we move our conversation?"
3. Changing his/her receiving body language.
4. Holding their questions or comments until an appropriate break in the senders message.

K. Summarize:

1. "It takes two or more people to communicate. All people involved in the communication must be active:
   a. The sender is active, speaking and looking at the receiver.
   b. The receiver is active, hearing, understanding, and supplying encouraging signals, (silence, acknowledgement, etc.)".

Note: The sender should be one person. The receiver can be any number.

2. "The message or source of information must be clear."
3. "These are the three basic components (sender, message, receiver) of any good communication system."

L. State: "Let's see what happens when the system of communication breaks down."

1. "We are going to watch: 'A Case of Insubordination'."
2. Elicit from students a definition of insubordination.
3. Continue: "This video is divided into three sections:

a. How the employee hears and sees the situation.

b. How the supervisor hears and sees the situation.

c. How a neutral or uninvolved party (a soda machine service man) sees and hears the situation."

Note: The introductory and concluding remarks are very boring (almost delivered in a monotone). It would help if you could introduce the video. A suggested conclusion is at the beginning of the next lesson. It would also aid the students to see Sections 1 & 2 (they are 5 minutes each) think about them until the next class and then see the last section (5 minutes). If you opt to do this, here are some questions for the students to think about:

1. Who is wrong?
2. Who is right?
3. What roadblocks did the supervisor use?
4. What roadblocks did the employee use?

Unit 4

Lesson 4

Lesson Overview

Title: Communication in Practice

Purpose: To demonstrate the completed process of communication in action. To begin an understanding of assertive communication and its role in solving problems.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Finish: "A Case of Insubordination"	15 minutes	Video tape - "A Case of Insubordination"
B. Practice Communication	11 minutes	
C. Summary	3 minutes	
D. Introduction to self-assertation	2 minutes	
E. Resolution of conflicts and exceptions to resolution rules	5 minutes	
F. Definitions of assertive, passive and aggressive	5 minutes	
G. Summary	2 minutes	
H. Closing statement	1 minute	
I. Questions and Answers	1 minute	

Lesson 4 - Communication in Practice

A. If you didn't complete the showing of "A Case of Insubordination," do so after a review of what the students saw yesterday. If you were unable to start, see Lesson 3 Section I for introduction and notes.

1. After the showing, discuss:

   a. What went wrong? This discussion should include:

      1) Tone of the senders.
      2) Space violation by the supervisor.
      3) Put down statements.
      4) Solution statements.

   b. How could problems have been avoided?

B. State: "Let's practice working through a completed communication process." Divide the class in half. Give each group a list of topics to present to the other group. Allow some preparation time for each group. Inform them that they are to take a stance pro or con and validate the stance to the audience.

Note: The rationale for this exercise is to pick a topic with strong disagreement potential so that group members will face working through emotional content to shape a clear message. You may wish to tape record the exchanges to help in evaluating them.

1. Introduce the exercise by stating: "Listening to the main idea, and separating it out from other information means using your thinking skills. So does separating fact from opinion. The exercise we're about to do now will require careful use of your thinking, listening and speaking skills."

2. Suggested list of topics:

To get married	To deal dope
To steal a car	To drop out of school
To cooperate with police	To leave home

Note: You may wish to run this as a debate. If you do so, make sure before the debate begins that each team has different positions on the issue and that they have identified points to discuss.

3. Have students evaluate how well they did as senders or receivers. Discuss barriers or roadblocks that resulted in less effective communication. Discuss how hard it was to think and listen carefully when you strongly disagree with someone.

C. Summarize:

1. Highlight:

   a. The sender and his/her job description.
   b. The message and the requirements for a clear message.
   c. The receiver and his/her job description.

2. Refer back to exercise just completed. Emphasize that the best interaction was where the sender sent a clear message to which the receiver listened well and could react.

D. Introduction to self-assertation

1. Begin this section by asking these questions:

   "Have any of you ever been in a situation where someone asked you to do something you didn't really want to do?

   Can you tell us about what happened? How did you feel while trying to decide? How did you feel after reaching a decision?"

   a. Ask a few learners to give examples of situations. If learners are reluctant to start, start them off with a story of your own to break the ice. Note emotions that are discussed on flip chart. Included should be anger, fear and depression, among others.

   b. State: "All people feel emotions of anger, fear and depression. If you feel angry, afraid or depressed, that doesn't mean you are sick. You feel that way because people are built to feel that way. These emotions have survival value. These emotions allow us to deal with other people. Of course, carrying these emotions to extremes and acting in certain violent, aggressive or self-destructive ways is not healthy."

2. "When faced with a conflict, animals have two methods of dealing with each other:

   a. Fight (aggression) - expressing anger.
   b. Running away (flight) - expressing fear."

3. "Humans have a third method of coping when faced with a conflict. Can anyone tell me what that is?" Answer: Using words to try and come up with a solution to a problem.

E. State: "There are times when it is not possible to deal with other people verbally." For example:

1. "You leave your jacket in the reception area of your doctor's office. When you return after your examination, your wallet is gone. There is no one there to try and solve the problem with.

   a. How would you feel?
   b. What could you do?"

2. Ask: "Can anyone name some situations when you couldn't solve your problems with another person verbally?" Discuss situations and emotions felt, and how emotions could be released. The kinds of problems that might be suggested at this point include dangerous, life threatening situations or situations where the problem person isn't there. For example, a person doesn't try problem-solving with a mugger, or a drunk driver, or a thief who is gone.

F. State: "Most problems and conflicts come about while dealing with other people. We can be aggressive in these situations, be passive (not doing what we really want) or be assertive (tell the other person how we feel in a way that makes us feel good and does not hurt the other person)."

1. Write ASSERTIVE, PASSIVE and AGGRESSIVE on the flip chart, then define.

   a. Assertive - to talk things out in a positive way.
   b. Passive - to give in.
   c. Aggressive - to fight.

2. State the benefits of assertive communication. They should include:

   a. Satisfaction without physical risk (fighting).
   b. Learning respect.

3. Practice through role play assertive responses with the following situations: "You're late for class because of one of your friends likes to talk to you. You really want to get to class. Your friend calls 'Hey John, wait up'."

4. If this goes well, have several other situations handy. See beginning of the next lesson for suggestions.

G. Summarize the class by asking the students:

1. Whether they feel they have noticed any improvements in their messages or their position as sender and receiver.

2. Whether they were aware of assertive communication before today.

H. State: "Tomorrow we will practice assertive communication, so please review and think about it tonight.

I. Questions and Answers.

Unit 4

Lesson 5

Lesson Overview

Title: Assertive Communication.

Purpose: To expand on youngster's understanding and use of assertive communication to assist them in problem solving.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Review definition of assertive, passive, and aggressive communication	3 minutes	
B. Practice situations	4 minutes	
C. Broken record technique	1 minute	
D. Questions and Answers	2 minutes	
E. Assertive Bill of Rights	5 minutes	Handout "Assertive Bill of Rights" page 4-5-2 W.O.W. I.
F. Practice tapes	15 minutes	Audio tapes - "Stick up for Your Rights" - tape 11 "The Magic Words that get You Fired" - tape 6 "Getting help and Information" - tape 2
G. Review Unit	5 minutes	
H. Review Questions	10 minutes	Handout "Unit Review Questions" page 4-5-3
I. Answer Key		

Assertive Bill of Rights

A. People have a right to express their feelings including anger.

B. People have a right to feel and express competitive drives.

C. People have a right to meet individual needs.

D. People have a right to make mistakes.

E. People have a right to change their minds.

F. People have a right to be treated as an adult and not patronized.

G. People have a right to be independent.

H. People have a right to say no and not feel guilty.

I. People have a right to say "I don't know, I don't understand."

J. People have a right to say "I don't care," but accepting the consequences that go along with such a decision.

K. People have the right to be treated with respect.

L. People have the right to be listened to and taken seriously.

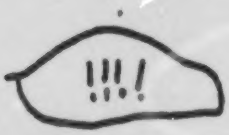
M. People have the right to set their own priorities.

But - People who want these rights must: respect these rights in others. If a person does not do this, s/he forfeits the right to the Bill of Rights until s/he can prove that they can handle the responsibilities that come with the rights.

Name ______________________

Communications Review Questions

Part I. All communication is made up of three parts. Lable the parts on the drawing below.



1. ______________ 2. ____________ 3. ____________

Part II. True and Flase - Read each statement below. Write true if you think it is true, write false if you think it is false.

_______ 1. My body language should match the message I am sending

_______ 2. Choosing the right words are not important in sending a clear message.

_______ 3. Eye-contact is an example of verbal communication.

_______ 4. Who, what, and where are part of a clear message.

_______ 5. One job of the receiver is to listen.

_______ 6. Talking with your hands is an example of non-verbal communication.

_______ 7. The tone of your voice in communication is not important in sending a clear message.

_______ 8. How closely you stand from a person when communicating is important.

_______ 9. Assertive statements can be helpful in problem solving.

_______ 10. Posture is a part of communication.

Part III. Read each statement below, write the correct word/words in the blank.

1. ____________________ is a form of non-verbal communication.

2. ____________________ is an example of a road block, when used at the wrong time.

3. ____________________ is a gesture.

4. ______________ is listening to other sounds while someone is talking to you.

5. ______________ is the person who is speaking.

6. ______________ is the information.

Part IV. Complete the following sentences with the correct words.

1. List the six elements used in sending a complete message.

____

____

____

2. List the three road blocks to communication.

____

____

____

3. List the four things to remember in sending a clean message.

____

____

____

____

Unit 4 - Communication

Lesson 5 - Assertive Communication

A. Review the definitions of assertive, passive, and aggressive communication.

B. Continue with 2 or 3 practice situations, see below:

1. "You've just cleaned your room and discovered your baby sister has messed it up."
2. "Your test paper is returned to you and an answer that is correct has been marked incorrect. It isn't marked wrong on anyone else's paper."
3. "You go into McDonald's and everyone ignores you, serving adults first, The counter person turns to another adult who arrived after you."
4. "You are the first one at the bookstore in the morning, but another student cuts ahead of you."
5. Summarize this exercise by stating: "That assertive communication can get one what one want with the least risk to oneself.

C. State: "One method of assertively getting what you want is called Broken Record." Write "broken record" on the flip chart. Continue: "By practicing to speak as if you were a broken record, you learn to keep saying what you want and not get sidetracked. You have to keep saying what you want in a calm, repetitive voice until the other person really hears what you're saying and gives in to your request or agrees to a compromise."

1. Act out a broken record situation with one learner. Make up your own or choose from the following:
   a. "A door-to-door salesman wants to sell you encyclopedias you don't want. Record - 'But I don't want an encyclopedia'!"
   b. "You bought some groceries and got home to find some meat missing. You have returned to the store to straighten out the problem. Record - 'My meat is missing'."
   c. "Your friend promised to do something for you at a set time. He didn't do it. Record - 'But you promised'."
2. Keep the role play brief to demonstrate the technique to learners. After completion discuss:
   a. How the "assertive" person felt.
   b. How the other person reacted.

3. Have learners volunteer (in groups of two) to act out situations with one being assertive using broken record language. Make up situations or choose from the following:

   a. "Your younger brother or little nephew wants to go to the movies with you and your friends."

   b. "You are planning to go away over the weekend and your parents want you to spend time with them."

   c. "Your uncle wants to fix you up on a blind date with his boss's son/daughter. You have other plans and you don't wish to go."

4. Stop after each role play situation to discuss how the situation was handled and other techniques that could have been utilized effectively.

D. Questions and Answers.

E. Distribute the "Assertive Bill of Rights" page 4-5-2. Give the students an opportunity to follow while you read aloud. Discuss each point highlighting the student's rights and others' rights. Also, state: "The way you express these rights must be appropriate to the situation. For example, you have a right to get angry with your counselor, but not to threaten him/her with bodily harm." Emphasize the right, but doubly emphasize the "how". Mention: "If you respect others as you use this Bill of Rights others will generally respect you and act appropriately." Emphasize the but on the Assertive Bill of Rights.

"Remember - you must be responsible in the way you express your
rights: keep your behavior appropriate."

F. Practice their assertive skills with:

   a. "Stick Up for Your Rights" - tape 11 from the World of Work I.

   b. "The Magic Words That Get You Fired" - Tape 6 from the World of Work I.

   c. "Getting Help and Information" - Tape 2 from the same collection.

G. Review the unit. Highlight:

   1. The job of the sender to get a clear message through. This involves:

a. Proper use of - who, what, where, when, why, and how.

b. Use of the:

   1) Right words.
   2) Right method (includes tone, body language, space).
   3) Right time and place.
   4) Hearing beyond the actual words (watching for body language and tone).

c. Avoiding of roadblocks.

   1) Solution statements.
   2) Put down statements.
   3) Avoidance of communication.

d. Using assertive communication in combination with politeness to get one's needs and wants met by others.

2. The message - This is the information being sent. It should:

   a. Be clear.
   b. Be complete.
   c. Have appropriate tone.
   d. Tailored to the audience or receiver.
   e. Mean the same thing to the sender and receiver.

3. The receiver or listener should get the information necessary to understand a message. This involves keeping communication open until the message is fully understood with the use of:

   a. Constructive silence.
   b. Acknowledgement.
   c. Door-openers.

4. "In this unit we have isolated the various parts of communication for the purpose of understanding the process. Remember, in the communication process, you take turns sending and receiving. So be alert. You need both the sender's and receiver's skills to complete most communications."

H. Distribute Review Question page 4-5-3. Give students enough time to complete questions.

I. Key - Communications Review Questions

Part I.

sender
message
receiver

Part II.

1. True
2. False
3. False
4. True
5. True
6. True
7. False
8. True
9. True
10. True

Part III.

1. Eye contact, facial expression, posture, gestures, walk
2. solution, avoidance, command, put down
3. clenched hand, crossed arms, head nod
4. distraction
5. sender
6. message

Part IV.

1. Who, what, where, how, why, when
2. solution
   command
   avoidance
   body language doesn't match words
   put down
3. choose the right words for sending the message; choose the right method for sending the message; choose the right time and place for sending the message; hear beyond the actual words someone sends to get the real meaning of the message.

Unit 4

Lesson 6

Lesson Overview

Title: Communication and the Job Hunt

Purpose: To inform students of the steps in lining up a job interview. Also, to review the unit so students will receive a complete picture of the process of communication and its problem solving capability.

Equipment: None.

Activities	Time	Resources/Materials
A. Review of Communications	5 minutes	
B. Fundamentals of calling for a job interview	20 minutes	
C. Job hunting exercise	20 minutes	

Unit 4 - Communication

Lesson 6 - Communication and the Job Hunt

Note: This unit appears after the Review Questions to allow for optional use. The options are:

1. To use as a reminder of Unit 3 and an introduction to other Job Search Units which follow.

2. To review information the students missed in review questions of Unit 4.

3. To tie Unit 3 and Unit 4 together.

A. "In this unit we have talked about communication skills." Outline the following:

1. Six elements of communication (who, what, where, when, why and how)

2. Four rules:

   a. Choice of right word
   b. Choice of right time and place
   c. Choice of right method
   d. Hear beyond the actual words

3. The roles of the sender and receiver.

B. "In the Job Search Unit we discussed your role as job searcher. Let's see how communication works in looking for a job." The discussion should include:

1. "As a sender and job searcher when you call or go to a company looking for a job, how are the six elements of communication used to send a clear message?" Examples of some are:

   a. "Who you are - the job searcher and your name. Who you wish to talk to: a person in the personnel department or person who does the hiring."

   b. "What you want - a job. What you can offer the company."

   c. "Why this particular company? Because:

      1) Of a job opening you heard about.
      2) Your skills match the work they do."

   d. "When you call or go is important. You should go or call early. Don't go to a restaurant during a busy time; don't go to a company during lunch hour or near the end of the business day. The best time is at 9 a.m. Remember that the early bird gets the worm. When you are available to start work; after school ends in June; after the school day?"

e. "Where is the person you should be talking to? Is she/he located in the personnel office, the business office, the executive office, where?"

f. "How do you deliver your message? Remember you are either on the phone or in person. Let's deal with a phone message first. What hows should you be aware of while talking on the phone?" (Follow with a conversation in person.)

Phone:	In Person:
Tone	Tone
Assertiveness	Body language
	Appearance
	Assertiveness

Point out: "An 'in person how' requires the use of non-verbal communication because the company workers can see you. This is more effective than the phone because the company sees more of your skills."

Role play a phone message to a company looking for a job. Then role play an in person request for a job. Critique each role play making sure a clear message was sent.

2. Continue: "How do the four rules of communication help in the job search?" This discussion should highlight:

a. "Choose the right words - remember 'who' you are (a job searcher) and 'who' you want to talk to. This also includes the 'what' you want (a job). So, choose the right words:

1) In your opening - introduce yourself, I'm ______.
- state what you want.
- ask for the correct person.

2) In getting information about a job opening.

3) When selling yourself.

4) In closing, try to leave a lasting positive impression."

b. "Choose the right time and place - remember this is the 'when' and 'where' of communication."

1) "When should you go or call? - Early."
2) "Where should you go or call - The department or the section of the business that handles the hiring of new employees."

c. "Choose the right method - This is the 'how' of a clear message."

1) "Watch your tones - not too loud, not too soft."
2) "Be assertive - state your wants positively; 'I want a job'. When the conversation gets to what you have to offer the company, give them your abilites and strengths." In addition, if you are in person:

   a) "Have your body language match your message."
   b) "Appearance-be well dressed and ready for an interview. You may not get one, but be ready."

d. "Hear beyond the actual words - this is another 'how' of communication. Listen and look (you are now the receiver) for body language, tone, and emphasis on the words that the personnel person uses. If in doubt about something said, what should you do?"

3. "Let's just spend a moment on sending and receiving. During most of this process, while on the phone or in person, you will be sending. Remember, keep your message clear. There will be times when you will be receiving. Listen well!! If you are in person, watch the person with whom you are talking, pick up on their body language. That body language just may have an extra message.

C. Job hunting exercise - Have students list a job title and its job description. Have them write down notes on how they would call a company for that job. Role play as many as you can. Critique each for communication skills and job search techniques. Follow this exercise with a role play of how they would make contact in person. Put in a cashier, salesperson, or receptionist they will have to talk to first, then let them talk with the personnel staff.

OVERVIEW OF UNIT 5 - "APPLICATIONS"

Unit Purpose

To have students:

- Understand what the application process is.
- Learn application form vocabulary.
- Become aware of legal and illegal questions.
- Learn how to successfully complete an application.
- Understand how to successfully complete the application process.

Unit Lessons

Lesson 1 - The Application Process, Vocabulary, Legal/Illegal Questions: This lesson orients students to the application process, reviews do's and don't's of completing applications, and begins reviewing vocabulary words. It also makes students aware of legal and illegal questions which may be found on applications.

Lesson 2 - Completing Job Applications Correctly: This explains the structure and content of a job application and gives students the opportunity to practice completing an application. They are also encouraged to update their personal fact sheets to help them with future applications.

Lesson 3 - Summary: This reviews how to complete the application process and summarizes the unit. The review questions consist primarily of another sample application.

UNIT 5 - "APPLICATIONS"

Unit Notes

This follows Unit 3, The Job Search, but also can draw upon information discussed in the Communication Unit - Unit 4. Completing applications well is an important skill. Some employers use applications more than interviews for entry-level jobs.

Some youth think they know all about applications, and don't want to "go through it again". If students feel that they are capable of filling out an application correctly and balk at spending class time in this area, distribute a real application for them to fill out. Then, collect the completed applications and mark them. If the students do well, you can shorten this unit; if not, show them their errors and continue. The objective should be to complete 90% of the application, with at least 70% of it done well. All of the crucial questions (identifying information, position desired, work history, references, and signature) should be done well.

Youth with low reading skills should learn how to identify the standard portions of an application, and should learn how to copy correctly from their fact sheet to the application. This should enable them to complete 50% or more of most application forms They should be encouraged to ask for assistance when completing the remainder of the application. If their reading or writing skills are very low, they should ask whether they can take the application home. Not all companies allow this. In cases where this is not allowed, students should be encouraged to explain their disability and ask for assistance.

Instead of using the application samples supplied with this curriculum, it may be more interesting for youths to collect sample applications on their own, and/or have an employer/guest speaker bring some in. The more real world linkage, the better. Youths in the field test cycles responded much more positively to "real applications" than to xeroxed copies of the same application. They were even less interested in a mock application.

If students are unclear about how one gets an application and what happens to it after it is completed, you may want to expand the discussion of the Application Process (Lesson 1, Section A; Lesson 3 Section A); have students with some job search experience discuss this; and/or have an employer address this topic. If students have difficulty with understanding and completing application forms, you may wish to add another lesson to this unit by slowing down the pace.

Unit 5

Lesson 1

Lesson Overview

Title: The Application Process, Vocabulary, and Legal/Illegal Questions.

Purpose: To orient the students to the application process, review do's and don'ts, and begin reviewing vocabulary words. To make students aware of legal and illegal questions on applications.

Equipment: None.

Activities	Time	Resources/Materials
A. The Application Process:	14 minutes	
1. Introducing the process	(2)	
2. The purpose of applications	(2)	
3. How to make them easier	(2)	
4. Do's and don'ts (tips)	(7)	Handout - "Tips on Applicatior page 5-1-2
5. Where should you complete the application?	(1)	
6. Information for J.O.'s		
B. Application form vocabulary	12 minutes	Handout - "Words Found on Applications" (list 1) page 5-1-
C. Legal and illegal questions	17 minutes	
1. Introduction and examples	(6)minutes	"Legal and Illegal Questions Teacher's Guidelines" page 5-1-14 and following.
2. How to handle them	(3)minutes	
3. Exceptions	(3)minutes	
4. Vocabulary words	(5)minutes	Handout - "Words Found on Applications" (List 2 Illegal Questions) page 5-1-5
D. Questions and Answers	2 minutes	
E. Optional exercises:		Handout - "Words Found on Applications" (list 3) page 5-1-6 and list 4 page 5-1-7.
1. Introduce another vocabulary list	12 minutes	
2. Find illegal questions on an old application form	5-10 minutes	
3. Filling out an application part way and using a resume for the rest	5 minutes	

Tips on filling out Applications

1. Bring your Personal Fact Sheet with you so you can copy from it. (It's a legal cheat sheet.)
2. Read all directions carefully, and look over the whole application form before you begin filling it out.
3. Be honest and accurate. Don't leave things out. Don't make guesses or lie.
4. Be neat. You should always print when filling out an application unless it says to write in script. Don't cross out, fold, or spill food on it.
5. Spell correctly. Have hard words written on your fact sheet so you can copy and get the spelling right.
6. Use blue or black ink, unless you are told to use something else(such as a pencil).
7. Don't leave anything blank. If a question does not apply to you write N/A (not applicable) or draw a line through the blank. If you are not sure whether or not it applies to you, answer it.
8. Don't use the word "Anything", especially where an application asks for what position you would perfer. "Anything" is not a job title.
9. Sign your name where it says Signature. That is the one place you don't print. Print your name if it asks for your name and doesn't say "sign" or "signature".
10. Be careful, especially in the Work Experience section where they usually want you to write your most recent employer first and your first employer last.

Name ____________________

Words Found On Applications (List 1)

Directions: In the blank space next to each word write in what the word means, or give an example of how you would answer a question on an application with that word. (The words in parentheses show how this word might be used on an application form.)

For example: Address: The name of the street, city, and state where I worked, or
Address: 43 3rd Avenue, Yorkville, N.Y. 14069

1. Address: ____________________
(Employer's Address)

2. Signature: ____________________
(Applicant's Signature)

3. Experience: ____________________
(List your experience)

4. Position: ____________________
(Your Position?)

5. Employer: ____________________
(May we contact your employer?)

6. Supervisor: ____________________
(Name of supervisor)

7. Former: ____________________
(Former employer)

8. Current: ____________________
(Current address)

9. Reference: ____________________
(Name of one reference)

10. Convicted: ____________________
(Were you ever convicted of a felony?)

11. Bonded/Bondable: ____________________
(Have you ever been bonded; Are you bondable; Have you ever been refused a bond?)

12. Citizen/Citizenship: ____________________
(Country of citizenship, are you a U.S. citizen?)

13. Salary: ____________________
(What was your salary?)

Words Found On Applications (List 1)

14. Permanent: ____________________
    (Will you only accept permanent employment?)

15. Available: ____________________
    (When are you available?)

16. Applicant: ____________________
    (Name of applicant)

17. Relationship: ____________________
    (What is your reference's relationship to you?)

18. Relative: ____________________
    (List a reference, excluding relatives.)

Name ______________________

Words Found On Application Forms (List 2)

Directions: In the blank space next to each word write in what the word means, or give an example of how you would answer a question on an application with that word. (The words in parentheses show how this word might be used on an application form.)

For example: Address: The name of the street, city, and state where I worked, or
Address: 43 3rd Avenue, Yorkville, N.Y. 14069

(NOTE: The words listed here are usually but not always, with illegal questions.)

1. Race: ______________________
(What is your race?)
2. Religion: ______________________
(What is your religion?)
3. Marital status: ______________________
(What is your marital status?)
4. Spouse: ______________________
(Name of spouse)
5. Dependants: ______________________
(Number of dependants)
6. Age: ______________________
(What is your age?)
7. Date of Birth: ______________________
(State your date of birth)
8. Birthplace: ______________________
(State your birthplace)

Name ______________________

Words Found On Applications (List 3)

Directions: In the blank space next to each word write in what the word means, or give an example of how you would answer a question on an application with that word. (The words in parentheses show how this word might be used on an application form.)

For example: Address: The name of the Street, City, and State where I worked, or
Address: 43 3rd Avenue, Yorkville, N.Y. 14069

1. Present: ______________________
(Present employer)

2. Terminated: ______________________
(Why were you terminated?)

3. Previous: ______________________
(Previous address)

4. Diploma: ______________________
(Type of diploma received)

5. Defects: ______________________
(Do you have any physical defects?)

6. Qualifications: ______________________
(List your qualifications)

7. Full-time: ______________________
(Are you looking for full-time work?)

8. Temporary: ______________________
(Would you accept a temporary job?)

9. Sign: ______________________
(Sign here)

10. Veteran: ______________________
(Are you a veteran?)

11. Handicaps: ______________________
(Are you handicapped?)

12. Occupation: ______________________
(Occupation of references)

13. Hobbies: ______________________
(List your hobbies)

14. Overtime: ______________________
(Will you work overtime?)

Name ______________________

Words Found On Applications (List 4)

Directions: In the blank space next to each word write in what the word means, or give an example of how you would answer a question on an application with that word. (The words in parentheses show how this word might be used on an application form.)

For example: Address: The name of the street, city, and State where I worked, or
Address: 43 3rd Avenue, Yorkville, N.Y. 14069

1. Part-time: ______________________
(Do you prefer part-time?)

2. Disabilities: ______________________
(Do you have any disabilities?)

3. Bankruptcy: ______________________
(Have you ever filed for bankruptcy?)

4. Interests: ______________________
(List your interests)

5. Extracurricular: ______________________
(Are you involved in extracurricular activities?)

6. Athletic: ______________________
(Are you involved in athletic activities?)

7. Prefer: ______________________
(Do you prefer full-time work?)

8. Blank: ______________________
(Leave this space blank)

9. Zip: ______________________
(City, State, and Zip)

10. Major: ______________________
(What was your major at school?)

11. Highest grade completed: ______________________
(What was the highest grade you completed?)

12. Specify: ______________________
(Please specify the position you are applying for)

Lesson 1 - The Application Process and Legal/Illegal Questions

A. The Application Process

1. Introduce the lesson by asking: "When does the application process begin?" The discussion should include: "When you have contacted a specific employer and received an application blank, sent in a resume, or written a letter. It begins with a piece of paper or a statement: 'I'd like to apply for a job', which usually leads to a piece of paper (a blank application). Does everyone remember this from the Job Search lessons?"

2. Continue with: "What are applications for?" (Answer: to frustrate job seekers!) Discussion should include:

   a. The employer's perspective: "Why do they use applications?"

   b. An applicant's perspective: "Why is an application of use to you? It's one sure way to get your foot in the door and sell yourself, and it's free. Your application form is the first thing an employer might see. If it's filled out right, you've got a better chance that it won't be the only thing she/he will see. (Maybe she/he will want to see you.)"

3. Continue: "Applications are a drag!" Ask which students have filled out applications and see if they agree. Ask why. State "Everyone will have to fill out applications at some time, and the purpose of the next few lessons is to make this process easier; not more fun or exciting, but less frustrating. How is it going to be easier? We're going to give you a legal cheat sheet, review vocabulary words and learn what to write in answer to the application's questions."

   "Your application may be one of several hundred applications on the desk of a personnel person. There has to be something special about your application that sets it apart in a good way from the others, that sparks interest on the part of the interviewer that makes him want to single you out (and hopefully hire)."

4. Following is a list of hints for filling out job application forms. Write each short tip statement (underlined below) on the flip chart and lead discussion with youth about why it's a good idea to follow each hint. Alternatively, instead of following a straight lecture format, you may wish to solicit tips from the learners, and ask them why these are good hints to follow in filling out job application forms. Be sure that the list is comparable to the one provided here. After discussing tips, distribute the handout on page 5-1-2.

   a. "Remember your personal fact sheet from job search? This is your cheat sheet. Keep your fact sheet at hand so you can copy from it. This will help in filling out an application form more quickly and accurately.

There is less chance of having to cross things out (or erase them), put down an incorrect date or address, etc., or of spelling words wrong. We will update this to make it fit an application format."

b. "Read all directions and look over all of the form before you fill it out. Most job application forms contain certain similar questions, but they're not all the same. Looking them over before filling them out helps prevent errors and information that is not accurate."

c. "Be truthful and accurate. The employer will find out eventually if you lie on your form and in some cases, that may even be a reason to fire you. Also, if you were fired from a job and don't list that job, the interviewer will see a break in your employment record and will probably wonder what you were doing then."

d. "Print neatly. If an employer can't read your job application she/he won't be very interested in meeting you. If your application contains cross-outs, or has peanut butter and jelly on the corners, it doesn't present you in the best light. You may seem sloppy, poorly organized and even thoughtless or careless."

e. "Spell correctly. All of the things that apply to being neat apply to spelling correctly. If you spell things wrong on your application, an employer may not be able to figure out what you meant; you also may seem careless, thoughtless and poorly organized."

f. "Use black or blue ink unless told to use something else. It's standard business procedure to use blue or black ink and when you use it too, it shows you know some of these little things. If it says to use a pencil, use a pencil!"

g. "Leave no blanks. If a question does not apply to you, write n/a or draw a line through the answer blank. This makes it clear that you didn't accidentally skip the question. Make sure that you answer all the questions that do not apply to you."

h. "Never write the word 'Anything' when an application asks for your job preference. There is no job called 'anything' and you are neither qualified for nor interested in all jobs. Pick one or two job titles and write them in where it says position desired. Always be as detailed as you can when completing applications."

i. "Sign your name where it says 'Signature'. Write your name in script (cursive) only where it says to sign. This is usually at the end of the application. At the beginning, they usually want you to print your name."

j. "Be careful. Especially in the Work Experience part of the application, where they usually ask you to put your most recent employer first. (List it in backwards time order.) They don't always say this, so be careful!"

5. "Where should you fill out the application? At the place of business unless they tell you to take it home. If you know you will have trouble with it, ask if you can take it home and bring it back the same day or the next day. Don't delay! Keep it clean and don't fold it. Fill it out in your own handwriting if possible."

6. For youths who have been convicted of a crime as an adult or as a Juvenile Offender (JO), instead of answering the question "Have you been convicted of a crime?", they may choose to leave it blank if they deal with it in the interview as follows: (not following through with this information in the interview may provide grounds for being fired.)

   a. They take the initiative and bring it up at the start of the interview.

   b. Explain that they left it blank because they didn't know who would see their application and felt this was something their supervisor should know, but that their co-workers shouldn't. That's why they are bringing it up now.

   c. They made a mistake when they committed the crime; they have paid for it and now want to start clean with their co-workers.

Note: This issue is addressed again in The Interview, Unit 6 Lesson 5 (page 6-5-7).

   d. If they are a convicted felon and can't be bonded, they should not apply for jobs requiring bonding, such as bank tellers or cashiers. (Bonding is one of the vocabulary words discussed in the next exercise.)

B. Application form vocabulary. Introduce it along these lines:

1. "One of the reasons people hate filling out applications is because they can't understand the applications. Applications have their own language, like want ads and like your slang. It's much easier to deal with applications when you can speak their language."

2. "I have several vocabulary lists to go over with you. You have probably heard of many of the words, but when used on applications, they sometimes have a specialized meaning."

3. Distribute the first list and ask the students to fill in what the question means or what information it is looking for; e.g. Signature: my name signed or *John Smith*. Tell them the words in parentheses are examples of how the vocabulary word may appear on application. They don't have to respond to the

words in parentheses, but that may help them understand the vocabulary word. This may be confusing, so have them go through the first one or two as a group. If students are confused by having an option when answering, tell them to just write an example of what the word means (this is the easiest option of the two presented).

C. . (Optional) Legal and Illegal Questions

Note: This is a very complex topic and may do more harm than good, especially for less mature students who have limited understanding of the subtleties involved in properly interpreting the law and try to become "jail house lawyers". Students should be told that laws were passed to try to eliminate questions from applications that have nothing to do with the job. Some examples of illegal questions can be given, but the exceptions (see Section #2) should be emphasized. Because of these exceptions, it is very difficult for anyone to be sure if a question is illegal or not. Therefore, it is best if students answer all questions unless they are absolutely sure that a question is illegal.

A more involved discussion of this topic is presented for those students who are mature and interested in the subject. Guidelines as to what constitutes an illegal question are appended to this lesson. They are from the booklet "Rulings on Inquiries Relating to Race, Creed, Color, National Origin, Age, Disability, Marital Status or Arrest Records as of November, 1976", published by the NYS Division of Human Rights. You should review this information before teaching this lesson.

The application forms of most major employers now conform to these laws, and this point should be emphasized. A more detailed discussion of discrimination in employment is covered in Unit 8 Lesson 7 and Unit 9 Lesson 1.

1. You may wish to begin this topic by stating: "As some of you may know, a whole series of laws were passed in the 1970's which make it illegal for a person who is hiring to ask a lot of questions that used to be asked all the time. This is because the government felt that the answers you would give to those questions really has nothing to do with your ability to do the job and might give the employer unfair reasons to not hire you."

   "Sometimes those questions are still on job application forms and sometimes they're still asked. Before we start practicing how to fill in job application forms, I want to explain what these kinds of questions are, give you some examples of them, and talk about how to not answer them."

   a. Explain the concept of legal and illegal questions, noting that the laws were made to help prevent unfair discrimination in hiring practices. The opening statement above (#1) should help you.

b. Verbally provide examples of legal and illegal questions (samples for your use are appended in this lesson).

c. Be sure to remind youth that "Have you ever been arrested?" is an illegal question, but that "Have you ever been convicted of a crime?" is legal.

1) Note that any youth granted Youthful Offender status, or adjudicated PINS, or Juvenile Delinquents by the family court (the great majority of youngsters in DFY programs and facilities) may answer "no" to the question "Have you ever been convicted of a crime?"

2) However, if there are Juvenile Offenders in your group, be sure to explain that they have been convicted of a crime and must answer "yes" to the question.

2. Ask: "When can questions generally considered illegal be legally asked?" Explain the following situations if learners are unfamiliar with them. Emphasize that unless a youth is absolutely sure a question is illegal, she/he should answer it. Review especially b and d below:

a. "Government agencies (local, state and federal) may ask questions that would usually be illegal. This is for research only and answers to the questions cannot be used when they decide if they want to hire you."

b. "Some companies may have been ordered by the government or courts to ask certain questions."

c. "Some employers have special hiring programs (Equal Opportunity Employers or those with affirmative action programs) planned to help them hire women or minorities. These companies can ask certain questions that are otherwise illegal."

d. "A question that's usually illegal may be legal for an employer to ask if it applies directly to a specific job, e.g. cabin attendants must be a certain height to be able to safely reach things on airplanes."

e. "Certain questions such as: 'How many dependents do you have?' are illegal if asked before you are hired, but legal once you are hired."

f. "It is legal to ask you your age if you are under 18 or over 65, or if the job requires you to be a certain age due to insurance reasons."

3. Continue: "So you can see that it is hard to tell whether or not an application question is illegal. You don't know whether the company has any special hiring programs, and you may not realize that certain information may be legally asked by a company. Usually when a company asks questions which are generally illegal, they explain why they are asking them, and state that they have permission to do this; but they don't

always do this. Unless you're absolutely sure a question is illegal, answer it. If you have your doubts, you can ask someone in the personnel office about it and/or you can check with an adult friend whose judgement you trust. If you go to the personnel office be polite, don't act like a lawyer or a know-it-all, and ask them why the company is requesting the information you are concerned about. Don't argue or accuse them of breaking the law. You may be wrong."

4. "If you are sure a question is illegal, you may leave it blank, draw a line through it, or write n/a ('not applicable') in the space. Don't write "Illegal Question" in the blank space; it may make the employer think you are a wise guy or trouble maker."

5. Distribute word list #2 (page 5-1-4) which contains words often associated with illegal questions. You may discuss why these topics are illegal/irrelevant to most jobs. Even if you don't go into much detail with the discussion of illegal questions, you should have students complete this handout, as some of these words appear on government forms, are often on forms completed after a person is hired, and appear legally on application forms as noted previously in Section 2.

D. Questions and Answers.

E. Optional exercises.

1. If the vocabulary lists go over well, you can distribute an additional list in this lesson, in lesson 2, or as part of the Review Questions in lesson 3. There are additional lists on page 5-1-5 and 5-1-6.

2. If you can find an old application form with illegal questions, you can distribute copies of it to the students for them to identify the illegal questions. Have the students discuss why the questions are illegal and whether any of the exceptions apply.

3. For those students who have developed a complete resume, you can tell them that they may not have to fill out an application completely, if they attach a copy of their typed resume. They should ask the receptionist if this is acceptable before doing it, and make certain thats/he fastens the resume to the application form with a paper clip or staple.

   a. They must complete the identifying information (name, address, and phone), and all other questions which their resume doesn't answer.

   b. Education, work history, and some other questions do not have to be answered if they are thoroughly addressed by the resume.

   c. "Please see resume" should be written in the blanks for those questions which are covered in the resume.

GUIDELINES ABOUT LEGAL AND ILLEGAL QUESTIONS

DIRECTLY REVELATORY QUESTIONS

The Law forbids employers, employment agencies, landlords, and real estate sellers, brokers and salespersons and creditors from asking certain questions in an application form or in a personal interview before selecting an employee, apprentice or tenant or making a real estate sale or lease, or extending credit.** The following are different types of questions that are lawful or unlawful:

Subject	Lawful*	Unlawful
Race or Color:		Complexion or color of skin. Coloring.
Religion or Creed:		Inquiry into applicant's religious denomination, religious affiliation, church, parish, pastor or religious holidays observed. Applicant may not be told "This is a (Catholic, Protestant, or Jewish) organization."
National Origin:		Inquiry into applicant's lineage, ancestry , national origin, descent, parentage or nationality. Nationality of applicant's parents or spouse. What is your mother's tongue?
Sex:		Inquiry as to sex. Do you wish to be addressed as Mr.? Mrs.? Miss? or Ms.?
Marital Status:		Are you married? Are you single? Divorced? Separated? Name or other information about spouse. Where does your spouse work? What are the ages of your children, if any?

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*Questions which are lawful may be unlawful when they are asked to get information which is not job-related and not justified by business necessity.

**Some questions may be legally asked after selection. .....

GUIDELINES ABOUT LEGAL AND ILLEGAL QUESTIONS

Subject	Lawful	Unlawful
Citizenship:	Are you a citizen of the United States? If not a citizen of the United States, do you intend to become a citizen of the United States? If you are not a United States citizen, have you the legal right to remain permanently in the United States? Do you intend to remain permanently in the United States? Requirement that applicant state whether he or she has ever been interned or arrested as an enemy alien.	Of what country are you a citizen? whether an applicant is naturalized or a native-born citizen; the date when the applicant acquired citizenship. Requirement that applicant produce naturalization papers or first papers. Whether applicant's parents or spouse are naturalized or native-born citizens of the United States; the date when such parents or spouse acquired citizenship.
Language:	Inquiry into languages applicant speaks and writes fluently.	What is your native language? Inquiry into how applicant acquired ability to read, write or speak a foreign language.
Education:	Inquiry into applicant's academic, vocational or professional education and the public and private schools attended.	
Experience:	Inquiry into work experience.	
Relatives:	Name of applicant's relatives, other than a spouse, already employed by this company.	Names, addresses, ages number or other information concerning applicant's spouse, children or other relatives not employed by the company.
Notice in Case of Emergency:		Name and address of person to be notified in case of accident or emergency.
Military Experience:	Inquiry into applicant's military experience in the Armed Forces or the United States or in a State Militia.	Inquiry into applicant's general military experience.

GUIDELINES ABOUT LEGAL AND ILLEGAL QUESTIONS

Subject	Lawful	Unlawful
Birth Control:		Inquiry as to capacity to reproduce, advocacy of any form of birth control or family planning.
Age:	Are you between 18 and 65 years of age? If not, state your age.	How old are you? What is your date of birth?
Disability:	Do you have any impairments, physical, mental, or medical which would interfere with your ability to perform the job for which you have applied? If there are any positions or types of positions for which you should not be considered, or job duties you cannot perform because of a physical, mental or medical disability, please describe.	Do you have a disability? Have you ever been treated for any of the following diseases...?
Arrest Record:	Have you ever been convicted of a crime? (Give details.)*	Have you ever been arrested?

Exceptions to the Rulings about Directly Revelatory Inquiries:

Bona fide occupational qualifications
Approved minority group employment plans
Requirements of courts and other governmental agencies
Research by civil service departments
Inquiries made after selection

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*Effective January 1, 1977, an applicant may not be denied employment because of a conviction record unless there is a direct relationship between the offense and the job or unless hiring would be an unreasonable risk. An ex-offender denied employment is entitled to a statement of the reasons for such denial. Correction Law, Article 23-A, §754.

INDIRECTLY REVELATORY QUESTIONS

It is unlawful to ask questions the answers to which will indirectly reveal information as to race, creed, color, national origin, sex, marital status, disability, age or arrest record in cases where such information may not be asked directly. The same exceptions apply.

Subject	Lawful	Unlawful
Name:	Have you ever worked for this company under a different name?	Original name of an applicant whose name has been changed by court order or otherwise
	Is any additional information relative to change of name, use of an assumed name or nickname necessary to enable a check on your work record? If yes, explain.	Maiden name of a married woman. If you have ever worked under another name, state name and dates.
Address or Duration of Residence:	Applicant's place of residence. How long a resident of this state or city?	
Birthplace:		Birthplace of applicant. Birthplace of applicant's parents, spouse, or other close relatives.
Birthdate:		Requirement that applicant submit birth certificate, naturalization or baptismal record. Requirement that applicant produce proof of age in the form of a birth certificate or baptismal record.
Photograph:		Requirement or option that applicant affix a photograph to employment form at any time before hiring.

Subject	Lawful	Unlawful
Military Experience: (cont.)	Inquiry into applicant's service in particular branch of United States Army, Navy, etc.	
Organizations:	Inquiry into applicant's membership in organizations which the applicant considers relevant to his or her ability to perform the job.	List all clubs, societies and lodges to which you belong.

Unit 5

Lesson 2

Lesson Overview

Title: Completing Job Applications Correctly

Purpose: To review the structure and the content of a job application, so students learn how to complete an application correctly. T have students practice completing an application, and update their Personal Fact Sheets as needed for future assistance.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduction-Do you follow directions?	10 minutes	Handout-"How Well Do You Follow Directions?" page 5-2-2
B. Review a blank application	10 minutes	Handout-Job Application page 5-2
C. Review a completed application	5 minutes	Handout-completed application page 5-2-5
D. "Sell Yourself" excerpts	5-10 minutes	"Sell Yourself" videotape
E. Complete an application, discuss and review	10-20 minutes	Handout-blank job application page 5-2-7
F. Questions and Answers	2 minutes	
G. (Optional) Have students design an application	10-20 minutes	Paper and pencils.

HOW WELL CAN YOU FOLLOW DIRECTIONS?

(A three minute test)

1. Work as quickly as you can.
2. Read everything before doing anything.
3. Write your name in the upper right-hand corner of this paper.
4. Write your Social Security number twice, along the bottom of the paper. (If you don't have one, write your date of birth in numbers, twice.)
5. In the left-hand margin, draw four circles.
6. Put an X in three of the circles.
7. Put your middle initial in the other circle.
8. On the back of this paper, multiply 3.35 x 8.
9. Underline the word "margin" in number 5.
10. When you reach this point, stand-up and call out your name. Then sit down and continue.
11. On the back of this paper, add 104 and 111.
12. Circle the answer to question 11 and underline the answer to number 8.
13. If you think you have carefully followed directions, call out loudly "I have!"
14. In your normal speaking voice, count from 1 to 10 backwards.
15. If you are the first person to get this far, call out "I am the leader in following directions."
16. Draw a line through this sentence, and using a pen or pencil, put a hole in the paper at the end of the sentence.
17. Circle the word "the" in four different sentences.
18. Underline the word "anything" in number 2.
19. Add the answers to the questions 8 and 11.
20. Add up the numbers in your Social Security number (If you don't have one, add up the numbers in your date of birth.) Write your answer in the lower left hand corner.
21. Underline the word "before" in number 2.
22. Now that you have finished reading carefully, complete only sentence three.

Price Chopper
SUPERMARKETS

PRICE CHOPPER SUPERMARKETS
P.O. BOX 1074, SCHENECTADY, N.Y. 12301

APPLICATION FOR EMPLOYMENT
(518) 355-5000

PLEASE COMPLETE ALL APPLICABLE AREAS OF THE APPLICATION

PLEASE PRINT

NAME: ______________________________
LAST FIRST MIDDLE INITIAL

ADDRESS: ______________________________
STREET CITY STATE ZIP CODE

PHONE #: ( ) ______________ SOCIAL SECURITY NUMBER: ______________
AREA CODE

5-2-3

POSITION APPLIED FOR: ______________
Expected Rate of Pay: ______________ per week.
Are you looking for full time? ______________
Are you looking for part time? ______________
Would you consider part time if no full time positions were open? ______
Are there any restrictions on the days, hours that you can work? ______
____

Which shifts would you prefer?
Days ______________
Evenings ______________
Midnights ______________
Are you at least 18 years of age? ______________
Are you over 70 years of age? ______________
If under 18, fill in date of birth ___/___/___

EDUCATIONAL INFORMATION

School	Name	Address	No. of Years Completed	Graduate (Yes/No)	Course/ Degree
Elementary					
High School					
College					
Business/ Trade					
Other					

Do you at this time, have any physical defects which would impair your ability to perform in the position which you have applied? ______________
If yes, explain in detail - ______________________________

PRIOR WORK HISTORY—(Begin with the most recent one)

COMPANY NAME	Address, City, State, Zip Code	Employment	Rate of Pay	Supervisor
	______ ______ ______	Employed ______ 19__	Starting Rate ______ per week	Name ______ ______
	Phone # ( ) ______ Area Code	Left ______ 19__	Rate when left ______ per week	Title ______
Job Position	Job Responsibilities:			Reason for leaving

COMPANY NAME	Address, City, State, Zip Code	Employment	Rate of Pay	Supervisor
	______ ______ ______	Employed ______ 19__	Starting Rate ______ per week	Name ______ ______
	Phone # ( ) ______ Area Code	Left ______ 19__	Rate when left ______ per week	Title ______
Job Position	Job Responsibilities:			Reason for leaving

COMPANY NAME	Address, City, State, Zip Code	Employment	Rate of Pay	Supervisor
	______ ______ ______	Employed ______ 19__	Starting Rate ______ per week	Name ______ ______
	Phone # ( ) ______ Area Code	Left ______ 19__	Rate when left ______ per week	Title ______
Job Position	Job Responsibilities:			Reason for leaving

Were you previously employed by Price Chopper ______ Yes ______ No

If yes, where ______________ Supervisor's Name ______________

When ______ 19______ to ______ Reason for leaving ______________

PLEASE READ CAREFULLY

APPLICANTS CERTIFICATION & AGREEMENT: I understand that you may request an investigative consumer report which shall contain information as to my character, general reputation, personal characteristics and mode of living. I understand that, if credit report is obtained, I may make a written request for a copy of the report.

I hereby certify that the facts set forth in the above employment application are true and complete to the best of my knowledge. I understand that if employed, falsified statements on this application shall be considered sufficient cause for dismissal.

Applicant's Signature ______________ Date ______

Thank you for completing this application and for your interest in employment. We would like to assure you that your opportunity for employment will not be discriminated against for race, creed, sex, age, religion and national origin.

Interviewed by ______________ Date Interviewed ______

FORM NO 043C (02/15/80) 5-2-4

DFY-1 (Front)(Rev.3/79)

NEW YORK STATE EXECUTIVE DEPARTMENT
DIVISION FOR YOUTH

APPLICATION FOR EMPLOYMENT

EXISTING LAWS PROHIBIT DISCRIMINATION IN SELECTION BECAUSE OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, AGE, PHYSICAL DISABILITY, OR MARITAL STATUS.

NAME: Bob Johnson 2. SOC. SEC. NO.: 931-83-2

ADDRESS: 64 Newport Ave Albany. 3. TEL: Res. 432-1077 Bus. Don't Have

MAILING ADDRESS (if different from above):

POSITION APPLIED FOR: Maintenance 5. LOCATION: Any place 6. DATE AVAILABLE:

a. Have you ever been convicted of an offense against the law or forfeited collateral, or are you now under charges for any offense against the law? You may omit: (1) traffic violations for which you paid a fine of $30.00 or less; and (2) any offense committed before your 21st birthday which was finally adjudicated in a juvenile court or under a Youth Offender Law. Yes ☐ No ☒

b. While in the military service, were you ever convicted by a court-martial? Yes ☐ No ☐ N/A

NOTE: Effective January 1, 1977, Section 296 of the New York State Executive Law prohibits unlawful discrimination against individuals who have been convicted of one or more criminal offenses. Applicants who have been convicted of criminal offenses should consult Section 703-a and Sections 750-755 of the Corrections Law for further information.

EDUCATION	Name of School	Location	Years Attended		No. College Credits Received	Major/Minor	Graduate		Degree Received
			From Mo/Yr	To Mo/Yr			Yes	No	
HIGH SCHOOL	West Central HIGH	West Ave, Albany, N.Y.	9/75	6/81	X	Vocational Shops	✓		X
COLLEGE, UNIVERSITY, PROFESSIONAL OR TECHNICAL SCHOOL									
OTHER SCHOOLS, GRADUATE SCHOOL, OR SPECIAL COURSES									

DO YOU HAVE A NEW YORK STATE HIGH SCHOOL EQUIVALENCY DIPLOMA? Yes ☐ No ☑

ARE YOU LICENSED TO PRACTICE ANY TRADE OR PROFESSION? Yes ☐ No ☒

If Yes, complete the following (for teaching certification, indicate specialty and whether provisional or permanent):

Name of Trade or Professional License	Issued By	Date Issued	Date Expires

SPECIAL SKILLS OR COMPLETED IN-SERVICE TRAINING COURSES WHICH MIGHT AID YOU IN PERFORMING THE DUTIES OF THE POSITION FOR WHICH YOU ARE APPLYING: Wood shop, electricity shop

ARE YOU LICENSED TO DRIVE A MOTOR VEHICLE? Yes ☐ No ☒ If Yes, give class

DO YOU HAVE TRANSPORTATION? Yes ☒ No ☐

MILITARY SERVICE: Yes ☐ No ☒ If Yes, type of separation:

Branch	From (Mo/Yr)	To (Mo/Yr)	Rank at Separation	Service I.D. No.	Military Occupation(s)

NOTE: If this is your first employment with New York State and you intend to claim credit as a veteran for seniority purposes, a copy of your Military Separation forms must be submitted to the Personnel Office within one month of employment.

ARE YOU A MEMBER OF A RESERVE UNIT? Yes ☐ No ☒ If Yes: ACTIVE ☐ INACTIVE ☐

ARE YOU A DISABLED VETERAN? Yes ☐ No ☒

5-2-5

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DFY-1 (Reverse)(Rev.9/79)

13. ARE YOU AN EXEMPT VOLUNTEER FIREMAN? Yes ☐ No ☒

14. EMPLOYMENT HISTORY: List all employment within the past five years, present employment first. If a NYS employee, include title, salary grade, and status, e.g., Perm., Temp., Cont./Perm. (Attach additional sheets if necessary—you may attach a resume in lieu of completing this section.)

NAME AND ADDRESS OF EMPLOYER: Joe's Service Station

DATES EMPLOYED: From 7/79 To 11/81 NYS STATUS: N/A MONTHLY EARNINGS: $200.00

SUPERVISOR'S NAME AND TITLE: Joe Smith, owner

YOUR TITLE AND DUTIES: Attendant, pumped gas

REASON FOR LEAVING: Joe hassled me

NAME AND ADDRESS OF EMPLOYER: Self employed

DATES EMPLOYED: From 6/77 To 9/79 NYS STATUS: N/A MONTHLY EARNINGS: Varied

SUPERVISOR'S NAME AND TITLE: self-employed

YOUR TITLE AND DUTIES: Did odd jobs in my neighborhood

REASON FOR LEAVING: Got a job at Joes.

NAME AND ADDRESS OF EMPLOYER:

DATES EMPLOYED: From To NYS STATUS: MONTHLY EARNINGS:

SUPERVISOR'S NAME AND TITLE:

YOUR TITLE AND DUTIES:

REASON FOR LEAVING:

NAME AND ADDRESS OF EMPLOYER:

DATES EMPLOYED: From To NYS STATUS: MONTHLY EARNINGS:

SUPERVISOR'S NAME AND TITLE:

YOUR TITLE AND DUTIES:

REASON FOR LEAVING:

15. MEMBERSHIP IN ORGANIZATIONS (Other than Religious):

Professional:

Civic:

Other: Boys' Club, Basketball team, Church Choir

I certify that the statements on this application and any attached papers are correct to the best of my knowledge. I also understand that falsification of this application may result in my dismissal, if I am accepted for employment. I also agree to take any physical examination that may be required by the Division for Youth. If appointed, I further agree to be fingerprinted and to pay the appropriate fee required for such fingerprinting.

Signature Bob Johnson Date

TO BE COMPLETED AFTER EMPLOYMENT

1. DO YOU HAVE A PHYSICAL OR MENTAL DISABILITY? Yes ☐ No ☐ If Yes, please explain:

2. DATE OF BIRTH: 3. HEIGHT: 4. WEIGHT: 5. SEX: Male ☐ Female ☐

6. MARITAL STATUS: Married ☐ Other ☐

I certify that the above statements are true. I understand that falsification of this information may result in my dismissal.

Signature Date

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5-2-6

Sample for NYS Division for Youth

BURGER KING®

RESTAURANT OPERATIONS
HOURLY EMPLOYEE

APPLICATION FOR EMPLOYMENT

Burger King Corporation
AN EQUAL OPPORTUNITY EMPLOYER — M/F/H

Discrimination in employment because of race, creed, color, national origin, ancestry, age, sex, physical or mental handicaps, or liability for service in the armed forces of the U.S. is prohibited by federal legislation and/or by laws against discrimination in some states.

PERSONAL

LAST NAME	FIRST	MIDDLE INITIAL	PHONE
STREET ADDRESS	CITY	STATE	ZIP CODE

SOCIAL SECURITY NUMBER

HOW DO YOU PLAN TO GET TO WORK? ☐ MASS TRANSIT ☐ AUTO ☐ OTHER

NAME AND PHONE OF PERSON TO BE NOTIFIED FOR EMERGENCY
(Do not answer in New York State)

IS YOUR CITIZENSHIP OR IMMIGRATION STATUS SUCH THAT YOU CAN LAWFULLY WORK IN THE U.S.? ☐ YES ☐ NO
IF HIRED, CONTINUED EMPLOYMENT MAY BE DEPENDENT UPON PROOF OF CITIZENSHIP OR PRESENTATION OF AN ALIEN REGISTRATION NUMBER.

ARE YOU: ☐ 14-15 ☐ 16-17 ☐ 18 OR OLDER IF UNDER 18, PROOF OF AGE MUST BE PROVIDED PRIOR TO HIRING

EDUCATION

NAME OF SCHOOL AND ADDRESS	DATES FROM (Mo./Yr.)	DATES TO (Mo./Yr.)	GRADUATED YES	GRADUATED NO	NUMBER OF COLLEGE CREDIT HOURS	MAJOR	AVERAGE
JUNIOR HIGH							
HIGH SCHOOL							
COLLEGE							
OTHER							

EXTRACURRICULAR ACTIVITIES

CURRENTLY ENROLLED IN HIGH SCHOOL/STUDY PROGRAM ☐ YES ☐ NO

GENERAL/ACTIVITIES

STARTING WAGE DESIRED $_______ PER HOUR

DATE AVAILABLE TO START

DAYS AND HOURS AVAILABLE TO WORK	DAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	FROM							
	TO							

WHAT INTERESTED YOU IN BURGER KING?

WHAT ARE YOUR HOBBIES, SPECIAL INTERESTS, AND ACTIVITIES?
(Do not include those indicating race, creed, nationality or religion)

DO NOT ANSWER THE FOLLOWING QUESTION IN NEW YORK STATE OR MASSACHUSETTS OR — IF CONVICTION OCCURRED MORE THAN SEVEN (7) YEARS AGO — IN WASHINGTON STATE. A RECORD OR CONVICTION DOES NOT DISQUALIFY YOU FROM EMPLOYMENT CONSIDERATION.

HAVE YOU EVER BEEN CONVICTED OF A FELONY OR MISDEMEANOR OTHER THAN A TRAFFIC VIOLATION? ☐ NO ☐ YES
IF YES, STATE CHARGE, COURT, DATE AND DISPOSITION OF CASE

5-2-7

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Form No. [illegible]

BEST COPY AVAILABLE

(Burger King Application Side 2)

EMPLOYMENT/WORK EXPERIENCE

COMPANY NO. 1 (Present or most recent employer)
ADDRESS/PHONE NUMBER
EMPLOYED (Month & Year) FROM TO
RATE OF PAY START ENDING
AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD
SUPERVISOR'S NAME/POSITION
DESCRIBE YOUR DUTIES
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO
DAYS LOST FROM WORK (Do not answer in New York State)
REASON FOR LEAVING

COMPANY NO. 2
ADDRESS/PHONE NUMBER
EMPLOYED (Month & Year) FROM TO
RATE OF PAY START ENDING
AVERAGE NUMBER OF HOURS WORKED PER WEEK
POSITION(S) HELD
SUPERVISOR'S NAME/POSITION
DESCRIBE YOUR DUTIES
MAY WE CONTACT THIS EMPLOYER? ☐ YES ☐ NO
DAYS LOST FROM WORK (Do not answer in New York State)
REASON FOR LEAVING

THE INFORMATION I AM PRESENTING IN THIS APPLICATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, AND I UNDERSTAND THAT ANY FALSIFICATION OR MISREPRESENTATION HEREIN COULD RESULT IN MY DISCHARGE IN THE EVENT I AM EMPLOYED BY THE BURGER KING CORPORATION. I AUTHORIZE BURGER KING CORPORATION OR ITS REPRESENTATIVES TO CONTACT ALL FORMER EMPLOYERS AND TO FURTHER INQUIRE AS TO ANY INFORMATION GIVEN BY ME ON THIS APPLICATION.

APPLICANT'S SIGNATURE ____________ DATE: ____________

DO NOT WRITE BELOW THIS LINE—FOR BURGER KING RESTAURANT USE ONLY

COMPANY NO. 1 REFERENCE CHECK
APPLICANT ELIGIBLE FOR REHIRE: ☐ YES ☐ NO
DATES OF EMPLOYMENT VERIFIED: ☐ YES ☐ NO

	GOOD	AVERAGE	POOR
ATTENDANCE:	☐	☐	☐
PERFORMANCE:	☐	☐	☐

CONTACTED:
DATE:
CHECKED BY:

COMPANY NO. 2 REFERENCE CHECK
APPLICANT ELIGIBLE FOR REHIRE: ☐ YES ☐ NO
DATES OF EMPLOYMENT VERIFIED: ☐ YES ☐ NO

	GOOD	AVERAGE	POOR
ATTENDANCE:	☐	☐	☐
PERFORMANCE:	☐	☐	☐

CONTACTED:
DATE:
CHECKED BY:

MANAGER'S/INTERVIEWER'S NOTES:

BEST COPY AVAILABLE

5-2-8

Unit 5 - Applications

Lesson 2 - Completing Job Applications Correctly

Note: The application forms included with this lesson (handouts page 5-2-3 through 5-2-8) are intended to be used in a classroom situation. They are not to be completed and turned in to the company as a real application. If students are interested in applying to any of the companies whose forms are distributed in class, they should be encouraged to go to the company and complete an application there. Most companies frown on applications which are not completed in their employment office. If students have basic skills in completing applications, you need not review all three applications (sections B, C, and E).

A. Begin the lesson by saying: "Today we are going to learn how to successfully complete an application. But first, we're going to see how well you can follow directions." Distribute the Following Directions handout (page 5-2-2) and tell students to follow the directions carefully, and to be quiet, except where they are instructed by the form to say something. When they are finished, they are to sit quietly (so they don't give the trick away). Have some fun with this before going on to B.

B. Introducing the Application.

1. Ask the students: "How do you get a blank application?"

2. After a short discussion, distribute a blank application and have students review it without filling it out. Have them ask about any of the application questions which they don't understand or are unsure about how to answer. Point out any unusual aspects of the application and the introductory and/or closing statements. (You may wish to use sample on page 5-2-3 and 5-2-

3. Ask students to pull out their Personal Fact Sheets (Unit 3, page 3-3-2) and see if they contain all of the information the students would need to complete this application. Have them add additional information as needed on the bottom or the back.

C. Distribute a completed application from a different company than the one used in A above (see handout page 5-2-5 and 5-2-6.)

1. Have students note the similarities and differences between the two applications.

2. Have them locate errors; improve answers where possible; and ask questions about parts they don't understand.

3. Again, have them update their fact sheet as needed.

D. Show excerpts from the videotape "Sell Yourself" which deal with filling out applications. Encourage discussion and questions. The sections which are most appropriate are: Bob filling out an application and having trouble (073-092) and Bob meeting with his counselor to discuss how to complete an application correctly (152-179). If you feel that it is too complicated to fast forward from section to section during class, select only one segment to show.

E. Distribute another blank application (handout page 5-2-7).

1. Have students complete it as best they can. Have them skip questions they don't know and complete as much as they can without your help. (Poor readers will probably need to be helped to limit frustration.)

2. When they have finished what they can, help them complete the remaining questions. Then have them add to their Fact Sheet as needed to give them information or assistance they will need to answer these questions in the future.

3. Review the completed applications as a class exercise, line by line. Discuss what the questions mean, why an employer asks these questions, and what's the best way to answer them. Also discuss what warning flags students may be sending up by their answers.

Note: Applications should be completed fairly well at this point. If only one or two students are having difficulty, you may want to meet with them separately. If the whole class is having difficulty, you may want to complete another application form.

F. Questions and Answers.

G. (Optional) If students are very interested in this section, you may want to include this exercise.

1. Tell students that they are employers, and they will have to hire workers soon.

2. What kinds of questions would they put on their application forms?

3. How would they set up the application format?

Note: You can do this as a full class exercise with one person recording on a flip chart or chalk board, or you can divide the class up into groups of 3 or 4 and have each group design its own application.

This exercise can be used at the start of the lesson, in the middle to break things up, or at the end.

Unit 5

Lesson 3

Lesson Overview

Title: Completing the Application Process

Purpose: To show students how to complete the application process and to review the first two lessons. Students will also complete a set of review questions.

Equipment: None.

Activities	Time	Resources/Materials
A. Completing the application process	10 minutes	
B. Summary	10 minutes	
C. Review Questions	14 minutes	Handout-"Review Questions" page 5-3-2 and following
D. Discuss Answers	9 minutes	
E. Questions and Answers	2 minutes	
F. Answer key		

Name ____________________

Review Questions
The Application

Part I: Mark your answers true or false in each answer blank.

1. ______ It is alright to fill out a job application form using a red pencil.

2. ______ Most companies use similar job application forms.

3. ______ If you were fired from a job, you should never mention that job when listing work experience.

4. ______ You should try to see that there is something about your application that makes it standout in a good way.

5. ______ It doesn't look good if you copy things, so don't use your job facts sheet to help fill out your application. Leave it at home.

Part II: Fill out the job application form on the next two pages. Use all the tips you learned in class.

THE NOPAYEM INSURANCE COMPANY OF AMERICA, INC.

APPLICATION FOR EMPLOYMENT

Fill Out in Pencil — Please Print

PERSONAL

Name ______________________________
(Last) (First) (Middle Initial)

Address ______________________ How Long There? __________

Former Address ______________________ How Long There? __________

Phone Number ______________ Salary Desired ______________

Do You Have A Driver's License? ______ Date Available To Start ______________

US Citizen ☐ Yes ☐ No Social Security Number ______________

Are You 18 Years Or Older? ☐ Yes ☐ No If No How Old Are You? __________

EDUCATION

Type Of School	Name Of School	Course Majored In	No. Of Years	Graduate? Degree?	Last Year Attended
Elementary					
High School					
College					
Other					

Foreign Languages Read Or Spoken Fluently ______________________

Special Skills ______________________

REFERENCE

Name ______________________ Address ______________________

Phone ______________ Name Of Any Relatives Working For This Company __________

WORK HISTORY

Date Month and Year	Name and Address of Employer	Salary	Position	Reason For Leaving
From To				
From To				
From To				

HEALTH

Are there any positions for which you should not be considered, or job duties you cannot perform because of a physical, mental, or medical disability? ☐ Yes ☐ No

If yes please describe ______

Person to notify if case of Emergency ______

Relationship ______ Phone ______

Have you ever been convicted of a crime? ☐ Yes ☐ No

If yes, describe ______

______

______

SIGNATURE

DATE

Unit 5 - Applications

Lesson 3 - Completing the Application Process

A. Introduce the lesson by saying: "You've just completed the application as best you can."

1. "What if there are some questions you didn't understand, what should you do?" Discussion should center on who to ask and how to ask it. If it's more than a few questions, it may be best for the youth to ask if he/she can take the application home (to get help). In either case, have students update their cheat sheet.

2. Then ask: "Once the application is finished, now what do you do?" Discussion should include turning in the application to the correct person, (the manager or personnel department) and trying to make a good impression; e.g. "I'm really interested in this job, do you know when interviews will be held?" or "If you are interested in me, when can I expect to hear from you?"

3. Continue: "By getting the answer to the above questions, you will know when you can check back with them. Taking an active role always makes you look good, as long as you are polite and not pushy. (If they said to wait two weeks, wait two weeks!)" Discuss briefly how to follow-up; who to see and what to say.

B. Now summarize and review the two previous lessons, include the following points:

1. Tips for filling out job applications:

   a. "Keep you Personal Fact Sheet at hand so you can copy things from it onto the application form."

   b. "Read all directions and look over the form completely before you start filling out the form."

   c. "Be truthful and accurate."

   d. "Print neatly."

   e. "Spell correctly."

   f. "Use blue or black ink unless told to use something else."

   g. "Leave no blanks. If a questions doesn't apply (or is illegal) write N/A (not applicable) or draw a line through the answer blank."

   h. "Don't write "anything" when asked what job you prefer."

   i. "Sign your name where it says 'Signature'. Don't print."

   j. "Be careful, especially with work experience where they usually want you to write it in reverse time order."

2. "Many job applications are similar, but watch out for small differences."

3. "Try to see that your application stands out in a good way from all others so that the employer will want to interview you."

4. "A lot of 'standard' questions employers used to ask on their job applications are now illegal. Those questions are ones which don't relate directly to your ability to do the job or your education and employment histories. If you see one and are sure it's illegal, draw a line through the answer blank, or write n/a. Some illegal questions ask about:

   a. Race
   b. Creed (religion)
   c. Color
   d. National Origin
   e. Age
   f. Disability
   g. Marital Status
   h. Arrest Record

   Note: See Page 5-1-14 for examples of legal and illegal use of above.

5. "PINS, JDs, and YOs can answer 'no' to the question 'Have you ever been convicted of a crime?' Joe must answer 'yes'.

C. Distribute and administer "Review Questions".

D. Review and discuss, or collect and correct.

E. Questions and Answers.

F. Post-test answer key:

1. Part I

   1. false
   2. true
   3. false
   4. true
   5. false
   6. true

2. Part II

There are approximately 50 items to be answered on the application form. If you choose to give youth a score, give them a point for each item correctly completed and a point for each item correctly not completed (n/a). The final pages of this lesson are a copy of the application form with each item clearly numbered. In addition, give each student up to 7 points for a neatly completed application form, up to 6 points for correct spelling, up to 4 points for following directions printed on the application form, 3 points for using a personal fact sheet to help fill out the application. Total possible points for the application is 70.

THE NOPAYEM INSURANCE COMPANY OF AMERICA, INC.

APPLICATION FOR EMPLOYMENT

Fill Out in Pencil — Please Print

PERSONAL

Name 1 (Last) 2 (First) 3 (Middle Initial)

Address 4 How Long There? 5

Former Address 6 How Long There? 7

Phone Number 8 Salary Desired 9

Do You Have A Driver's License? 10 Date Available To Start 11

US Citizen ☐ Yes ☐ No 12 Social Security Number 13

Are You 18 Years Or Older? ☐ Yes ☐ No 14 If No How Old Are You? 15

EDUCATION

Type Of School	Name Of School	Course Majored In	No. Of Years	Graduate? Degree?	Last Year Attended
Elementary	16	17	18	19	20
High School	21	22	23	24	25
College	26				
Other	27				

Foreign Languages Read Or Spoken Fluently 28

Special Skills 29

REFERENCE

Name 30 Address 31

Phone 32 Name Of Any Relatives Working For This Company 33

WORK HISTORY

Date Month and Year	Name and Address of Employer	Salary	Position	Reason For Leaving
From 34 To 35	36	37	38	39
From To	40			
From To	41			

HEALTH

Are there any positions for which you should not be considered, or job duties you cannot perform because of a physical, mental, or medical disability? ☐ Yes ☐ No 42

If yes please describe 43

Person to notify if case of Emergency 44

Relationship 45 Phone 46

Have you ever been convicted of a crime? ☐ Yes ☐ No 47

If yes, describe 48

49
SIGNATURE

50
DATE

OVERVIEW OF UNIT 6 - "THE INTERVIEW"

Unit Pupose

To have students:

- Become aware of their image and appearance, and learn how to improve them.
- Understand what is involved in preparing for an interview, and how to prepare.
- Understand the eight steps of the interview process, and how to successfully complete each step.
- Learn the good points and weak points of their interviewing style.
- Learn how to follow-up after an interview and handle acceptance and rejection constructively.

Unit Lessons

Lesson 1 - As Others See Me: To help students learn about the image they present, its importance, and how to change it. To review the basics of maintaining a good appearance.

Lesson 2 - Preparing for the Interview: (plus interview process steps 1 & 2). To show students what information and materials they need to be successful at an interview. To introduce the eight steps of an interview and to explain steps 1 & 2.

Lesson 3 - The Interview Process: (steps 3-6). To have students understand these four key steps and how to conduct themselves in each phase. To have students practice this.

Lesson 4 - The Interview Process: (steps 7, 8, and review.) To have students learn how to end an interview correctly, and to review the entire process.

Lesson 5 - Sample Questions and Practice Interviews: To have students practice answering difficult questions, and complete a role-play interview.

NOTE: Lesson 5 may take 3 or 4, 45 minute classes.

Lesson 6 - Following Up and Unit Summary: To discuss and practice interview follow-up procedures and to summarize and review the unit.

UNIT 6 - "THE INTERVIEW"

Unit Notes

This unit is frequently the one which evokes the most student interest and participation. The material draws out eight stages or steps of the Interview Process*. Each step is examined in isolation and then the entire process is reviewed in a "dress rehearsal". A careful balance must be maintained by the instructor. Too detailed a look at each step may cause the students to lose the picture of how the process fits together, and it may frustrate those students eager to practice interviewing as a whole. Moving too quickly through this material may result in students focusing on the obvious step - answering questions - and so lose the opportunity to learn about the less obvious, but just as crucial preliminary and concluding steps.

This unit utilizes the information developed in Units 2 and 3 regarding the students' sales pitch (Personal Fact Sheet), and draws upon the clear and assertive communication skills addressed in Unit 4. It is the concluding unit of the job search process.

Having actual employers conduct the mock interviews generally increases student interest. It helps students believe that all the information discussed in class is really needed in the world of work. Having another staff member conduct interviews instead of you, may also enhance the role plays. You have gone through this process with the students, step by step, so they may feel that it may be impossible to "wow" you. If other staff or a real employer is willing, ask the students how they would feel about them conducting the interview. You may wish to give students a choice.

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* These steps are: 1) scheduling the interview; 2) arriving for the interview; 3) greeting the interviewer; 4) answering the interviewer's questions; 5) asking the interviewer questions; 6) making sure the interviewer has no last doubts; 7) ending the interview; and 8) following-up after the interview.

Unit 6

Lesson 1

Lesson Overview

Title: As Others See Me

Purpose: To introduce the Job Interview Unit; help students learn about the image they present, its importance and how to change it; and to review the basics of maintaining a good appearance.

Equipment: Audio tape player, video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduction - briefly review relevant materials from earlier units and topics to be covered in this unit.	2 minutes	
B. Your image and appearance	5 minutes	
C. "Your Image" kit - distribute, and play tape	6 minutes	"Your Image" tape and booklets
D. Discussion of tape and students' own image	7 minutes	
E. Summary	2 minutes	
F. Questions and Answers	2 minutes	
G. Introduce the concept of good grooming	3 minutes	
H. Show video tape and discuss	18 minutes	Videtape - "Personal Grooming and Hygiene"
I. Questions and Answers	2 minutes	

Unit 6 - The Interview

Lesson 1 - As Others See Me

A. Introduce the unit and the lesson along these lines:

"Well, here you are. You know something about your strengths and weaknesses as workers, and have a better idea of the kind of work you want to do. Working papers and social security cards are in order. You've told your friends you're looking for a job, read the want ads, checked with employment agencies and the Job Service, used the Yellow Pages to call around to employers you're interested in, and filled out dozens of applications. You've been working to sharpen your communication skills, and finally, it looks like all the work is beginning to pay off. You've got a few job interviews coming up. What do you do now? Obviously, get ready for the interview and then go to it. That's what this unit is all about. We'll see a video about personal grooming, and then think about what else you have to do to get ready for an interview. You'll learn a bit about the importance of how others see you and learn about the stages of a job interview, from beginning to end. After that, we'll look at ways to handle difficult questions. We will do practice interviews and (depending upon your equipment) video tape (or audio tape, or observe) them so you can get feedback about how you sound and look to an employer. Based on what you find out, you will make some decisions about your personal interviewing styles. Then, we will talk about how to follow-up on the interview to increase your odds for success."

B. Continue: "But first, let's take a look at how others see us. We are judged by others in many different ways. By our skills, by our appearance, by our personality. If people see things they like in us, then they are more likely to choose us as friends or decide to hire us for a job."

Ask group: "What does the word image mean? What are some examples of an image?" After a short discussion, summarize with: "The image we present at a job interview can make the difference between getting hired and not getting a job."

C. Distribute "Your Image" booklets, review vocabulary, and play audio tape. Direct students to follow along. Pay attention to the chatter in which learners engage while the tape is played. You will probably find that as certain "types" are described, youth will identify other group members who fit the image. You can use these comments very effectively in the discussion following the conclusion of the tape.

Note: If you do not have this media, expand the discussion in B (above) and use the questions in D (which follows) to encourage discussion.

D. Lead a discussion of the tape.

1. Discuss the "information" gleaned in B. or C. and/or ask some of the questions which follow. They can be discussed either on a general or a personal level (i.e., as they apply to individual students).

   a. "Why is your image important? How can it help you? Hurt you?"
   b. "Can image(s) be changed? How?"
   c. "What image are you presenting now?"

2. Discuss the idea that what someone sees may not be the image that the sender intends to send.

3. Be sure to include some discussion of body language, attitude, etc..

E. Summarize the lesson:

"It's interesting to learn that things we do, thinking they tell others a certain message about us, may really tell them something else. We all have to be careful of the messages we send and work at being sure we're sending what we really want to send. If not, change your image! We can all do it if we want. If anyone here wants help changing the way people see you, let me know after class and I can make some suggestions. The way others interpret the message we send (view our image) is very important in every day life, in job interviews, and at work. When you practice your interview in a few days, be sure to think about the image you present!"

F. Questions and Answers.

G. Introduce the discussion on good grooming with:

"If you're going to a job interview, you've got to look good. You and your clothes have got to be clean and neat. Maybe you think you shouldn't be judged on how you look, but that's the first thing an interviewer evaluates. Knowing good grooming skills will help you make sure you'll be looking good when an interview comes around." Elicit student comments with the following questions:

1. "What does good grooming mean to you?" (Brainstorm and list on a chart.)

2. "Why is it important?" (It makes you feel good, it's part of good health, and your employer expects you to be neat and clean.)

3. "Why does your employer want you to be well groomed?" Discussion should include: company image, customer's opinion, and making co-workers feel more comfortable.

H. Introduce the videotape "Personal Grooming and Hygiene" with: "This video covers information which is useful in every day life and at work, as well as at an interview. Being sure you are well-groomed is mostly a matter of routine; a series of good habits to follow regularly. In this film you will see five working people, Tom, Ralph, Cindy, Pam, and Carlos, who have jobs that could be like yours. They show every important step in good grooming; from bathing and dressing, to checking appearances in a full length mirror. Then you see each person at work and learn how they stay neat on the job. Watch and listen carefully. After you have seen the film, we'll talk about some of the important points."

1. Show the video tape. (If you don't have this, conduct an expanded brainstorming and discussion as below.)

2. After the video tape has been shown, review the key points the film made. Try to elicit these from the students and list on a flip chart. Discussion questions and possible answers can include:

   a. "Why is good grooming important to your job, your social life, and how you feel about yourself?" (Each area can be discussed separately or all at once.)

      1) "Your job - your boss expects you to be neat and clean. Being dirty may be a health problem at the place you work. Your co-workers will be more comfortable around you if you are clean and don't smell sweaty. Customers will be more pleased if you are clean and well-dressed."

      2) "Your social life - People will respond positively to you if you look clean (body, hair, and clothes). Adults who meet you will start off feeling good about you."

      3) "Yourself - looking good and feeling clean makes you feel better about yourself. Staying clean also helps insure that you will stay healthy."

   b. "What does good grooming consist of?"

      1) "Taking a shower or bath everyday."
         - Take the time to do a thorough job.
         - Use soap.
         - Rinse well.
         - Use a clean towel for drying."

      2) "Keep nails clean and well trimmed."

      3) "Use a deodorant every day."

      4) "Your clothing should be neat, clean, and appropriate to the job.
         - Wear clean underwear everyday.
         - Clothes should be wrinkle free (and no holes).
         - Shoes should be shined."

5) "Jewelry, perfume, make-up, aftershave should be conservative."

6) "Stay neat and clean at work."

Note: Be sure to remind youth that these habits are important to follow when getting ready for a job interview, going to work, and in every day life.

I. Questions and Answers.

Unit 6

Lesson 2

Lesson Overview

Title: Preparing for the Interview (Part 1 of 3)

Purpose: To show students what information and materials they need to be successful at an interview. To show the stages of an interview.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduce the lesson	2 minutes	
B. Brainstorm - What should be done to prepare for an interview?	7 minutes	
C. Preparation checklist	7 minutes	Handout- "Am I Ready?" checklist page 6-2-2 and 6-2-3.
D. Introduce the Interview Process - Brainstorm the eight steps	5 minutes	
E. Discuss the first two steps:	2 minutes	
1. Scheduling the interview	5 minutes	
2. Arriving	2 minutes per student for role plays	
F. Questions and Answers	2 minutes	

Name ____________________

Am I Ready?

1. Do I know - Who, Where, When, What, Why, and How?

a) Who - Who am I supposed to see: (name and title) ____________

____

b) Where - Where do I go: street address ____________________

____

office number and location ____________________

____

how do I get there ____________________

____

have I checked this out ____________________

____

c) When - When is the interview ____________________

When should I arrive ____________________

When should I leave the house ____________________

When should I get up ____________________

When should I go to sleep ____________________

d) What - What do I know about: the job ____________________

____

the company ____________________

____

the interview ____________________

____

e) Why - Why do I want this job ____________________

____

f) How - How am I going to convince them to hire me? __________

____

____

2. Do I have my job interview tools?

Papers: Working Papers ________; Social Security Card ________; Fact Sheet or Resume _______; References _______; Blank paper (notebook) _______; Directions ______; Written down Interview Info (name, time, job title, office number) ________.

Other: Pen _____; Clean, neat clothes _________; Money (for bus, soda after interview) ________.

3. Do I remember:

Interview Do's and Don'ts ______

My nervous habits _______

My good habits ______

Lesson 2 - Preparing for the Interview/Getting Ready

A. Introduce the lesson along these lines:

"You know something about your image and appearance and how you can improve them, so you're one step closer to 'scoring' on your interview. Now we're going to discuss what you can do the day before your interview to improve your odds even more. Remember the employer is probably going to interview a number of applicants for this job. They've all made it through the application process, so they're probably pretty good. But with the right preparation, you will be better. Think about a team before a big game. They have to practice, know how the game is played, know something about the other team, and have all their equipment ready. They have to be well rested and 'up'."

"The same is true for your interview. You should practice with someone or in front of a mirror. Keep it real. You should know about the job, the company and what to expect in the interview. The night before, get enough sleep so you are rested. Then you will be ready for the game of interviewing."

B. Ask students what things they should do to prepare for the interview. Write their answers on a flip chart. The following questions may stimulate discussion:

1. "What should you do before you leave your house to go to the interview?"

2. "What should you know before you leave your house?"

3. "What should you bring with you to the interview?"

C. Their answers should include most of the items found on the "Am I Ready?" handout (page 6-2-2). After the brainstorming (Section B), tell them you've prepared a checklist for them covering these points. Distribute it and discuss as needed. If they suggested any points which are not on the handout, have them add those items to the handout. The discussion should insure that the students understand the importance of each item. The following information should be covered.

1. Do I know?

a. Who - "Knowing this will make sure you get to the right person, and you will impress the receptionist. Get the spelling and pronunciation right!"

b. Where - "Getting lost will make you late, angry, and upset. Knowing where the building is isn't enough, you have to know where in the building the interview is. Getting there takes time - have you done a test run? Check: the parking and the traffic if you are driving; the schedule and timing of buses and trains if you're using them; or the distance if you're going on foot or by bike. If you are depending on someone else's car, check with them the night before."

Note: Check these on a business day at the same time of day as you'll be travelling to your interview.

c. When - "Be sure you know the exact time of the interview. Plan to arrive in the area 20-30 minutes early. (This leaves you time to relax and 'get up' for the interview.) Go to the office 10-15 minutes early (your watch may be slow, or the interview may get moved to a different place.) This also shows you're interested and reliable. Measure your travel time so you know when to leave your house. Give yourself plenty of preparation time in the morning, and plan eight or nine hours for sleep. Work out a complete schedule, beginning with the night before the interview. If it's a big trip for you, call in the morning to confirm; interviewers can get sick or schedules can get changed. Save yourself a wasted trip."

d. What - "Knowing the job title is a must, knowing something more about the job helps a lot. (Find out what the job duties and qualifications are.) Knowing something about the company and how they conduct their interviews will also improve your odds for success. (Find out what the company does, how long it's been around, and who will interview you.)

e. Why - "Knowing this will help you get excited about the interview and will show the employer you are really interested in the job."

f. How - "Keep your selling points sharp and organized. Think positively."

2. Do I have?

a. Papers - "Have everything you need laid out the night before. Have all the information you need written down. Bring a blank notebook to write information the interviewer tells you (if she/he hires you: when and where to start, whom to see, what to bring; if no decision is made: when can you call in, when will they call you). If you don't have your social security card, make sure you know your number. If you haven't got working papers yet, hope the employer won't mind waiting till you get them. Do your best!"

b. Other needed things - "A pen for writing on the paper! Clean, neat clothes, (dress a little neater than you would if you were going to work). Make sure your clothes are clean (socks match, shirt isn't wrinkled) the night before! Money for: transportation, a soda or snack if you arrive early, or after the interview to celebrate or help you unwind."

3. Do I Remember? - "This will be discussed in the next lesson, but it's on the checklist as a reminder for you, after you finish the course."

D. Ask the students: "So you're ready for the interview, right? Do you know what happens in the interview? How should you act? What should you say? Are you sure? To make sure you are fully prepared we are going to discuss the eight steps of the interview process and how you can best handle each step. We're going to practice most of the steps separately and then put them all together in a practice interview."

Brainstorm the eight steps of the interview process. Note that it is a process; it takes place over time and moves from one stage to another in a certain sequence. These are the eight steps:

1. Schedule the interview (discussed in Job Search Unit)
2. Arrive for the interview - meet the receptionist(s).
3. Greet the interviewer.
4. Answer the interviewer's questions.
5. Ask the interviewer questions.
6. Make sure s/he doesn't have any last doubts about hiring you.
7. End the interview to your best advantage.
8. Follow-up after the interview.

E. Continue with: "I bet you never knew an interview could be so complex! With a little practice, you can get the hang of it. Let's take a look at the first two steps."

1. "Schedule the interview. This was covered when we discussed making contact with employers and following-up want ads. The important point to remember is that this sets the stage for you. Someone involved with hiring you (the receptionist or interviewer or both) has had some contact with you already. If you were sharp, you got their name."

2. "Arrive. Be there 10-15 minutes early, alone, well dressed and prepared (as we discussed already. Any questions?) Introduce yourself to the receptionist (secretary) - give a clear and complete message - who you are - why you're here, etc. (You are the sender). If s/he asks you to wait, be patient and be quiet. Sit down if a seat is available; don't pace, wander around, or chat. His/her opinion of you may be important. If you have extra time, find the restroom and check yourself in the mirror."

a. Discuss these points as there is interest.

b. Have all students role play just this part (arriving). Stop them after they have introduced themselves to the receptionist and given all the necessary information. Vary the setting: an office, a store, a fast food stand, a restaurant, a factory, a gas station. Have one student play the applicant and the other be the receptionist or other front-line worker. (Ask them what they would do if there was no receptionist, or no office - to whom would they talk?)

Note: If a student strongly objects to role playing, try to get him/her to at least play the receptionist's role, and then tell you (while remaining seated) what s/he would say if s/he was the applicant.

F. Continue: "We will review the other six steps in the next few lessons. Any questions so far?"

Unit 6

Lesson 3

Lesson Overview

Title: The Interview Process (part 2 of 3); steps 3, 4, 5, and 6.

Purpose: To have students understand and practice going through the main stages of an interview.

Equipment: None.

Activities	Time	Resources/Materials
A. Review the eight steps	3 minutes	
B. Greeting the interviewer (step 3) 1. Discuss 2. Role play	10 minutes	
C. Answering questions (step 4) 1. Non-verbal answers 2. Verbal answers 3. Practice	15 minutes	List of "Sample questions", page 6-3-2.
D. Asking questions (step 5)	10 minutes	
E. Checking for doubts (step 6)	5 minutes	
F. Questions and wrap-up	2 minutes	

SAMPLE INTERVIEW QUESTIONS

1. What position are you applying for?
2. Do you have any experience in this type of work?
3. Tell me about the jobs you've had.
4. Why do you want to work for our company?
5. Of the jobs you have had, which did you like the best?
6. Which job duties did you like the best? Why?
7. Which job duties did you like the least? Why?
8. How many days of work did you miss at your last job?
9. Why did you leave your last job?
10. Have you ever been fired or asked to resign?
11. Why have you changed jobs so often?
12. Why have you been out of work for so long?
13. What did you think of your former supervisors/employers?
14. Whom did you like the best? Why?
15. Whom didn't you like? Why?
16. How did you get along with your co-workers?
17. How did you get along with the customers?
18. What would you like to be doing five or ten years from now?
19. What's an ideal job for you?
20. Are you looking for permanent employment?
21. Are you looking for full-time employment?
22. Can you work flexible hours?
23. What skills do you have that will help you do this job?
24. What tools or equipment can you use? .
25. Tell me about your education.
26. Why did you leave school?
27. Why did you change schools so often?
28. Did you get in trouble in school?
29. What subjects did you like in school?
30. What subjects didn't you like?
31. How many days of school did you miss in your last year?
32. Did you participate in any special school activities?
33. Do you have any special training?
34. Have you ever been convicted of a felony?
35. Tell me about yourself. What else should I know about you?
36. Why do you want to work?
37. What do you do in your spare time?
38. Tell me about your friends.
39. Why should I hire you?
40. What makes you believe that you are qualified for this job?

Unit 6 - The Interview

Lesson 3 - The Interview Process (Steps 3, 4, 5, and 6)

Note: This material may take more than one 45 minute class. Unless the students are very interested in this process, try to keep the pace fast. Not all the students have to do all the role plays, and discussions can be brief. The Interview Unit is a long one and if it stretches over too much time, students may get bored before the final role play.

A. Review the eight steps again briefly. Then say: "Today we're going to discuss steps 3, 4, 5, and 6. These are the heart of the interview." The do's and don't's of each section can be presented by lecture, discussion or brainstorming. Then follow with a short role play or practice question.

B. Greeting the interviewer, state: "This may be the interviewer's first impression of you. A first impression is very important; so do it right:

- Look him/her straight in the eye;
- Have a solid (but not bonecrushing) handshake;
- Introduce yourself clearly;
- Thank the interviewer for taking the time to talk to you; and
- Wait to sit until a seat is offered to you."

1. "This may feel awkward, so practice it a few times before you go to the interview."

2. "Let's also practice it now." Role play as you did with arriving. Just do this stage, from greeting until seated. Keep it short and change actors quickly.

C. Continue with: "Answering questions is the main event."

1. "First, let's look at the non-verbal messages you are sending."

   a. "Do you look like you are paying attention? Sitting up straight, leaning forward a bit, making frequent (not steady) eye contact, facing your body towards the interviewer?"

   b. "Avoid nervous, distracting habits; e.g.: chewing gum, smoking finger/toe tapping, looking around the room or out the window."

2. "How about your verbal message?"

   a. "Are you speaking clearly and at the right volume? Are you speaking the interviewer's language (no slang)?"

   b. "Are you saying enough or too much? A simple yes or no answer is often a loser, but so is a long ramble. Give the interviewer short, but clear information."

c. "Advertise yourself; don't make the interviewer drag it out of you. (She/he may not bother.) Point out your strengths, abilities and experience (sound familiar?). Use your personal fact sheet."

3. "We're going to practice this quickly. I'm going to ask you each one question. Be aware of your non-verbal message as well as what you say. Then we'll each give the 'applicant' feedback on how s/he looked and sounded." (You may want to use sample questions found on page 6-3-2.) Pick one youth, and ask a question. After answering, ask him/her to evaluate himself/herself positively and negatively. Then ask the rest of the class for only positive comments, then negative ones. Then move on to another student. After all students have participated, tell them that they will practice this in more detail in a later lesson.

D. Introduce Step 5 with: "Although answering questions well is the main event, asking questions can clinch it for you."

1. "Why should you ask questions? To find out about the job, but more importantly, to make you look even better; to show real interest in the job and the company. Don't show you are interested primarily in money; if you ask about pay or benefits, ask carefully."

2. Ask students: "What kind of questions should you ask?" Brainstorm a list. (Some good ones are listed below.)

"What will my hours/schedule be?"
"Will you be my supervisor?"
"Is there anyone else I report to?"
"Is there a cafeteria here?"
"Is there overtime?"
"How is overtime handled?"
"Do I have to provide my own tools/uniform?"
"Will this job be permanent if I work out well?"
"Are there opportunities for further training?"

3. "Don't ask a question for which you already know the answer. If the interviewer answers all your questions before you get to ask them, and then the interviewer asks you if you have any questions, don't say 'No'. Say - 'I did have a few questions, but you've answered them all.' This still says 'No', but it sounds much better."

4. Have students copy down several questions they feel would be appropriate for jobs they are interested in.

5. End by noting that the employer may not give them a chance to ask questions, but if they do get the chance, they should be ready. Sometimes the last question an interviewer asks is "Do you have any questions?" They can take the initiative if the interviewer doesn't ask this as the interview is winding down. They can say that they have a few questions, and ask if it would be O.K. to discuss them now. If the interviewer looks very busy, they should not bring this up. (The one other question they should ask comes at the very end of the interview: "When will you be making a decision?" This is discussed in Step #7, Ending the Interview.)

E. Ask the students about Step 6: "What does 'Make sure the interviewer doesn't have any last doubts' mean?" The following information should be covered.

1. "Most job applicants can't wait to get out of a job interview, and sometimes they leave the interviewer with an unanswered question or doubt. These people are losers."

2. "To set up that last round for a knock-out, try something like this: The interviewer has let you know the interview is about over (how do you know this?), you now say: 'Well, I've tried to answer all your questions as best I could, do you have any other questions or concerns?'"

3. "If the interviewer says no, great, but if she/he says yes, also great. Now you can clear things up. This question may be a tough one, so stay calm and think before you answer. Some questions might be: 'I noticed you spent part of your school time in upstate New York, what were you doing there?' or 'I see you've had several jobs, why did you keep changing?' or 'You have moved several times recently, are you going to be in this area for awhile?' Be aware of the warning spots on your application and be ready to answer questions about them. We'll discuss how to answer these tough questions in the next few lessons."

4. Go around the room and have each student state the question (in #2) in their own words. Don't role play.

5. "Tomorrow we'll finish the interview process. Any questions?"

F. Questions and Answers

Unit 6

Lesson 4

Lesson Overview

Title: The Interview Process (part 3 of 3)

Purpose: To show students how to end an interview correctly and to review the interview process.

Equipment: Video tape player and monitor.

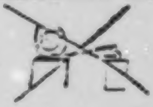
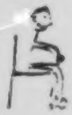
Activities	Time	Resources/Materials
A. Review	3 minutes	
B. Ending the interview	10 minutes	
C. Follow-up	5 minutes	
D. Show an interviewing videotape	15 minutes	Videotape- "Just Around the Corner" - #5
E. Interview do's and don'ts	5 minutes	Handout- "Tips for the Interview" page 6-4-2
F. Wrap-up	5 minutes	
G. Questions and Answers	2 minutes	

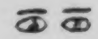
TIPS FOR THE INTERVIEW

Go Alone

Dress appropriately , Don't wear a hat , Tie your shoes

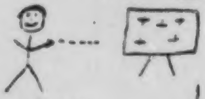
Be on time (15 minutes early)

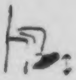
Sit up straight  (lean forward a bit) 

Make good eye contact  (but don't stare)

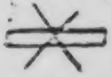
Be Polite

Speak clearly and to the point

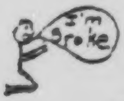
Show off your good points  (skills, strengths, experience)

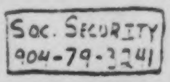
Try to keep your fidgeting down  (tap, tap)

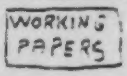
Relax and smile

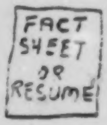
Don't smoke  or chew gum

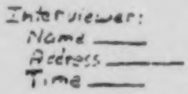
Don't use slang

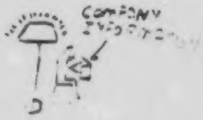
Don't tell the interviewer how bad you need a job 

Come prepared 



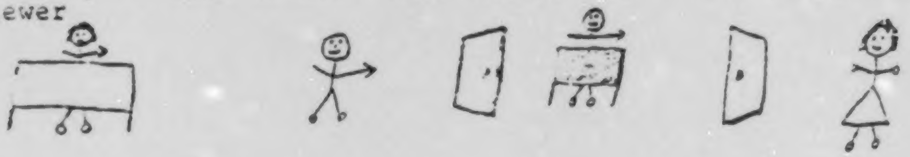






Be honest

Be ready to talk to more than one person before you get to the interviewer



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Unit 6 - The Interview

Lesson 4 - The Interview Process (Part 3)

A. Review the first six steps covered so far. Ask students to list the missing two.

B. Say: "You've made it right up to the end of the interview. Now it's time to put it away. How do you wrap up an interview the right way? Any ideas?" Brainstorm.

1. The answers should include: thanking the interviewer, shaking hands, good eye contact, etc.

2. If the interviewer offers them a job, they should ask how long they have to think it over (if they need to think it over), or find out when they start and who to report to.

3. If the interviewer says they didn't get the job, they should thank him/her anyway and leave politely. There may be another time.

4. After covering the above points, say: "The tough one is when the interviewer says, 'We'll be in touch.' This is the most frequent ending. What do you do then? You've got to do more then just leave politely (as listed in #1 above). Ask when you can expect to hear, or better yet, when can you call the interviewer? You don't want to wait by the phone forever, and taking an active role makes you look more responsible." Have youngsters practice asking this question. Some examples:

   - "Can you tell me when you think you'll be making a decision?"
   - "Would it be alright if I called you on Tuesday to find out your decision?"
   - "When can I call you to get your decision?"
   - "Can I call you to get your decision? When would be a good time?"

C. Continue with: "You've delivered the knock-out punch by ending the interview just right. To make sure you are the winner, you've got to complete that final step. Follow-up with the interviewer as you arranged at the end of the interview. We'll discuss how to complete this step successfully in a later lesson. Now we're going to look at some video on interviewing. Tomorrow we'll spend some time discussing how to answer some tough questions; how to put it all together to sell yourself, with some common questions employers ask; and then we'll do a full scale practice interview, from arriving to ending."

D. Show "Just Around the Corner" videotape #5. Discuss as time permits. Stop after the first interview and discuss errors. Stop after the discussion with Otto and discuss the merits of Otto's suggestions. Compare B.J.'s comments at the end with Otto's.

E. If you have time, handout "Tips for the Interview" (page 6-4-2) and review briefly. Have students add any they feel are important. If you run out of time, use this in lesson 5 as a review.

F. Anticipate how many students you will have time to include in role play interviews tomorrow, and have that number of students come dressed for an interview.

G. Questions and Answers.

Unit 6

Lesson 5
(This may total
3 or 4 sessions)

Lesson Overview

Title: Sample Questions and Practice Interviews.

Purpose: To have students practice answering difficult questions and to have them practice a complete interview.

Equipment: Video tape or audio tape recording and play back equipment. Video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduce the lesson	5 minutes	
B. Sample Questions	3-5 minutes PER STUDENT	
C. "Tips for the Interview" (if not done earlier in lesson 4)	5 minutes	Handout - "Tips for the Interview" page 6-4-2
D. "Sell Yourself" excerpts	5-10 minutes	"Sell Yourself" videotape
E. Introduce the role plays	5 minutes	Handout - "Interview Rating Form" page 6-5-2
F. Role play interviews	10-15 minutes PER STUDENT	

Note: This lesson will continue through additional classes until all role plays are completed.

Applicants Name ______________

INTERVIEW RATING SHEET

Put a check in the box that shows how you think the applicant rated

A. Appearance

	No	So-So	Yes	Wow
1. Was the applicant neat and clean?				
2. Was the applicant dressed appropriately?				
3. Did the applicant seem friendly and interested?				

B. Behavior

	No	So-So	Yes	Wow
1. Did the applicant speak clearly and use the right words?				
2. Did the applicant listen carefully?				
3. Did the applicant have good eye contact?				
4. Did the applicant keep hands and feet under control?				
5. Did the applicant sit down, stand up, shake hands, on schedule?				

C. Attitude and Personality

	No	So-So	Yes	Wow
1. Did the applicant have a positive attitude?				
2. Did the applicant seem interested in working?				
3. Did the applicant seem easy to get along with?				
4. Was the applicant someone I'd like to work with?				
5. Was the applicant polite and respectful?				

D. Sales Pitch

	No	So-So	Yes	Wow
1. Did the applicant answer the questions well?				
2. Did the applicant clearly explain strengths and experience?				
3. Did the applicant deal well with his/her weakness?				
4. Did the applicant ask good questions?				
5. Did the applicant seem prepared for the interview?				

Total boxes checked:

multiplied by: x1 x2 x3 x4

Add Totals: + + + =

Total number of points: = ______

Mark the score on the scale below:

0	20	30	40	50	60 70
Forget it!	Hire Only In An Emergency	Maybe Next Time	In the Running	A Top Contender	Definitely Hired

Lesson 5 - Sample Questions and Practice Interviews

A. Introduce the lesson by saying that you are going to discuss sample questions employers may ask and have students practice answering them. After everyone has practiced a few questions, then you will begin dress rehearsals. (Leave enough time so you can role play all the youths you selected yesterday.)

B. Select questions from the list below. Go around the room and ask different students to answer each question. Help them work out their answers as needed. Discuss why an answer is good or why it needs more work.

Note: For youths (PIN's, JD's, and YO's) who are or have been, in a facility away from their community, the way they answer many of the questions can make the employer suspicious. If the fact of their placement is confidential and they wish it to remain so, they should be careful how they answer questions regarding where they learned the vocational skills and had the work experiences which occured in the facility. This may show up in the application or the interview. Saying they moved upstate temporarily is one solution. If the employer persists in these questions, the youth can tell him/her about the placement or handle it as they would an illegal question (see #1 below). The point is that if the youth wishes to maintain the confidentiality of the placement they can and should.

1. Illegal questions.

   a. Examples are:

      1) "How old are you? What's your date of birth?" (It is legal to ask you if you are at least 18 if the labor laws set that as a minimum age for the job; also 21 or 25 if the insurance company requires that employees be that age for a certain job.)

      2) "Do you have children? Are you married? Do you have someone to take care of your children?" (It is legal to ask if there are any reasons, family or other, why you would not be able to report to work everyday.)

      3) "What is your religion? Nationality? etc."

   b. "The way to handle this is:

      'I'm sorry, but I'm confused, could you explain to me what this has to do with the job?' or 'I don't mean to be rude, but I don't understand what my ______ has to do with my being qualified for this job.' This gives the employer a chance to explain if the question is legal, or a chance to withdraw the question without you being rude.

Be very careful how you phrase this. Don't be a wise guy and watch your tone of voice. Don't say 'That question is illegal'."

2. "What job (position) are you applying for?/Which position would you prefer?"

Tips: "Have one job title in mind. You should find out before the interview what the qualifications are and whether you are qualified. Always have a second choice in mind. Know how to explain why you want these particular jobs. Don't say you'll take 'anything'. There is no such job title as 'anything', and you are not qualified for all possible jobs. Show that you have done your homework and name an appropriate job title."

3. "Why do you want to work for our company?"

Tips: "Find out about the company in advance. Ask people who work there what it's like, ask the Chamber of Commerce about the company. Find out about company policies, products, benefits, training opportunities. Use this information to explain why you like this company."

4. "Tell me about the jobs you've had?/Do you have any experience in (name of job)?"

Tips: "Briefly review your work experience, including odd jobs and volunteer work. Briefly describe those jobs which were similar to the job for which you are applying. State what you did, what machinery you can use, and list the skills you developed. If you worked while in a DFY facility, you can say you did maintenance (or whatever) for the State of New York as part of a youth employment program. If it was CETA funded, say so. Many employers are familiar with CETA, and that would not imply that you were in any kind of trouble. If the employer follows with: "What were you doing in _________(name of town)?" Answer: 'I was living upstate temporarily' or 'I moved there temporarily'."

5. "Which job duties did you like the best?/the least?"

Tips: "Be enthusiastic about what you liked the best, but be brief. Go easy on the things you didn't like. List only 1 or 2 things, and say they weren't your favorite tasks but they were part of your job and you did them well."

6. "How many days did you miss at (name of a former employer)?"

Tips: "Be honest, the interviewer may check. If you're not sure, say so, but make a good guess."

7. "Why did you leave your last job(s)? Have you ever been fired or been asked to quit (resign)?"

Tips: "Be honest. Try to be positive. Don't cut down your past employer or co-workers. If you did something wrong for which you were fired, explain what you did and why you won't do it again. Be honest, don't sell yourself short. Your previous job may not have fit your interests or abilities; it may have clashed with other aspects of your lifestyle. Explain these briefly and show why the job you are applying for now is better suited to you."

8. "Why have you changed jobs so many times?"

Tips: "You can say you were trying to find out what type of job you liked best or trying to get a variety of experience. If the jobs were temporary, say so. If you think you are ready to settle down for a while tell the employer that, and do it. You've got to stick with one job for a year or more to show future employers you will stay with them. Don't take this job unless you are sure you can last for a year."

9. "Why have you been out of work for so long?"

Tips: "If it's because you've been in a youth facility, that's confidential, you don't have to tell the interviewer. Instead, say you were: concentrating on school, waiting until you were 18, not yet ready to go to work, etc."

10. "How do you get along with people? What did you think of your past employers/supervisors/co-workers? Whom did you like the best, why?/Whom did you like the least, why?"

Tips: "Focus on the positive. There's something good to say about everyone. The interviewer is looking for someone who gets along with people, not a troublemaker or complainer. Be careful with the last question. Don't be too negative. Be specific about how well you get along with people, give a brief example. 'I get along O.K.' just doesn't make it."

11. "What would you like to be doing five years from now?/Ten years from now? What's the best job for you?"

Tips: "'I don't know' isn't the answer. If you don't have a specific job in mind, talk about a career area that interests you. If possible, tie the job you are applying for into your future interest. Any job will help prepare you to be a better worker; it will give you experience working with people and/or machines, teach you about another type of company, etc."

12. "Are you looking for permanent or temporary work? Part-time or full-time? Will you work the late shift, or a split-shift?"

Tips: "If you are looking for a permanent full-time job, say so, but state also that you would be willing to start with a temporary or part-time job if there's a chance a full-time permanent job would open up later. If you can't afford to take a part-time job, say so, politely. You don't have to explain why. If you can work a 'lousy' shift tell the interviewer that, but say that you prefer a different shift and ask if you could change if an opening comes up in a better shift. New employees are often put on the worst shifts. Again, if you absolutely can't work the shift offered, say so politely. Be careful, if you don't understand a term like split shift, or you aren't sure when the late shift is (it differs from company to company). ASK! Don't guess, you may end up looking foolish if you answer the question wrong or agree to something you can't do."

13. "What tools or equipment can you use? What skills do you have in ________________ (name of job)?"

Tips: "Tell the interviewer what you can do well. Be realistic, don't oversell yourself. If you have used a machine once or twice, don't say you know how to use it well."

14. "Tell me about your education. Are you in school now? Did you graduate? Why did you change schools so often?"

Tips: "If school was no problem for you and you graduated or you're on your way to graduating, that's great; play it up. If you've dropped out or were expelled, answer this one carefully. The interviewer usually thinks how you did in school is similar to how you'll do on the job. She/he does not want to hear that you 'hated school'. Leaving school because you needed a job to help support your family is not as bad as leaving because you were young and not motivated to stick with school. 'Stick-to-it-ive-ness' is important in the world of work. If you were expelled, or transferred from school to school because you were a discipline problem, go with the immaturity approach. In any case, enroll in night school or part-time day school, before you begin the job search to show the interviewer that: you are interested in straightening yourself out; you're more mature; and you can handle the discipline of school. You may be able to use the teacher as a reference and getting your G.E.D. will show that you are not a quitter."

15. "How many days of school did you miss? What activities did you take part in when you were in school? What subjects did you like/dislike?"

Tips: "The interviewer isn't interested in your schooling. She/he's trying to find out more about what kind of worker you'll be, based upon what kind of student you were. Be honest, your answers can be checked. Be positive; try to explain the negatives without trying to 'con' or mislead the interviewer."

16. "Have you had any special training?"

Tips: "Discuss any Vocational Shops you took or any other training classes, including this Job Readiness class. Be brief, but mention all your training. If you have a lot of training and some of it doesn't relate at all to the job, leave it out. If you only have a little training, mention it even if it doesn't relate. It shows you're interested in being trained."

17. "Have you ever been convicted of a felony?"

Tips: "If you're a PINs, JD, or YO, you can legally answer 'no'. If you are a JO or an adult felony offender you must answer 'yes'. Focus on how you've changed, your clean record since your arrest, and references who will say you have straightened out. (If you don't have these, your chances of finding a job will be very seriously reduced.

Note: For those youth with conviction records who chose to not answer the question "Have you been convicted of a crime?" on their application (see Unit 5 lesson 1 page 5-1-10), they must deal with this information now, whether or not the employer asks them about it. It's best if they bring it up before the employer does.

Have youth brainstorm how they will present this to the interviewer, and have them practice it in their own words. A suggested approach is outlined on page (5-1-10).

18. "Tell me about yourself. What else should I know about you?"

Tips: "This question can come at any time during the interview. At the beginning, middle, or end. It's not a trick question, it's your chance to shine! The interviewer is giving you a chance to add anything you'd like to say about yourself. Talk about: your strengths, abilities, and interests and how they relate to this job; your values and why you want to work (avoid statements like 'staying out of trouble' or 'to help me stay straight'); discuss your work experience if you haven't already; talk about your hobbies or outside interests, etc. Don't be long winded, but spend a few minutes talking, the interviewer is interested if she/he's asked this question."

19. "Why do you want to work?"

Tips: "The interviewer is looking for your values; your interest in working. DON'T give him/her a sob story about how you really need a job, and don't say anything about wanting to stay out of trouble. Needing money is the obvious answer, but don't leave it at that. Learning, being with people, accomplishing something, etc. These make you look good."

20. "Tell me about your friends. What do you do in your spare time?"

Tips: "This question may be irrelevant, but it's an open-ended question and gives you a chance to say something good about yourself. Think about an employer's concerns:

is there anything that may interfere with your coming to work, is there anything that you do that may get you in trouble (and make the company look bad), do you have 'good' (in the employer's opinion) interests? Don't talk in slang or jargon; don't discuss associates vs. friends. Keep it simple."

21. "Why should I hire you? What makes you believe that you are qualified for the job?"

Tips: "This is your chance to drive your sales pitch home. Summarize what you've said to date about your strengths, abilities, interests, and experience, and tie them into the job. Talk about your references and your interest in the position. Don't be modest. 'Soup up' the interviewer, but don't get too carried away."

22. A last question (or it may be the first) is: "Do you have any questions?" (This was covered in lesson 3, Section D.)

C. If you haven't distributed "Tips for the Interview" (lesson 4, page 6-4-2) now is a good time to discuss it.

D. Show short excerpts about interviewing from "Sell Yourself". Bob and Rita's interview scenes (093-146), discussion by the counselor (190-215) and/or Bob's final interview (215-240) may be effective. (See Media Introduction for directions.)

E. Introduce the role play interviews. Tell students they will have to use their imaginations and pretend this is the real thing. It usually works best if you can conduct the interview rather than having a student do it. A serious, well-behaved student can do a fairly good job if you provide good sample questions.

1. If you have video tape recording equipment, you may want to tape all the interviews before you begin critiquing them, or you may want to tape a few, review them and tape some more. If you only have audio recording or no recording equipment, you must review each interview as it's completed.

2. Distribute and discuss the interview rating form (page 6-5-2). Each student can complete one for each interview, or can use them as guidelines for oral feedback. Ask students if they think the rating categories are useful ones. Make sure they understand why these categories were chosen. They can add any other categories they and you agree to.

3. Explain the feedback process to them. After the interview:

   a. The "applicant" says what she/he did well.
   b. Other students and staff say what the "applicant" did well.
   c. The "applicant" says what she/he could have done better.
   d. Others say what she/he could have done better.
   e. Have the "applicant" state, as a review, what she/he will do differently the next time.

Emphasize that the feedback is to be positive and constructive. The "applicant" always has first say, and also gets the final say if s/he wants it.

F. Conduct the practice interview and critique. You may use the "Sample questions" list, page 6-3-2, or add some of your own. Allow 5 minutes for each interview and 5 minutes for discussion. If you are using recording equipment, allow 5 more minutes for playback. Some options for video playback include showing the video without the sound to illustrate the student's non-verbal messages. One time-saving option with video tape is to tape the interviews outside of, or simultaneous with, class time and only have the playback in class.

Note: This should continue through another lesson or two until each student has been interviewed once. Repeats are O.K. as long as you and all the students can take it. One or two show-offs going for repeats may frustrate the rest of the students, who are ready to move on. If your class is too large to complete this in three additional lessons, try dividing the class, making the role plays limited and/or optional, or holding them outside class time. Too many days of this can become very boring.

Unit 6

Lesson 6

Lesson Overview

Title: Following-up the Interview and Unit Summary.

Purpose: To discuss and practice interview follow-up procedures and to summarize the unit.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduce "Following-Up"	5 minutes	
B. When and How	10 minutes	Handout - "Sample Thank You Letter" page 6-6-2
C. Handling the interviewer's response	15 minutes	
D. Questions and Answers	2 minutes	
E. Unit Summary	5 minutes	
F. Review questions	8 minutes	Handout - "Review Questions" page 6-6-3
G. Answer key to "Review Questions"		

(Sample Thank You Letter
For After a Job Interview)

234 Second Street
Albany, New York 12209
May 26, 1981

Ms. Martha Bourne
McDonalds Restaurant
78 State Street
Herkimer, New York 10043

Dear Ms. Bourne:

Thank you for interviewing me for the counter person position. I enjoyed meeting you and I would like to work at McDonalds.

If there is any other information or references that you need, please call me. I look forward to hearing from you.

I'll call you on Thursday.

Sincerely,

Tom Jackson

Tom Jackson

The Interview - Review Questions

Name ________________

Date ________________

Questions 1-12. Write true if you think the statement is correct. Write false if you think it's not.

1. ________ No one will see your underwear, so keeping them clean and fresh is not as important as wearing clean outer clothing.

2. ________ Your image is not important to your getting hired.

3. ________ You don't have to find out before the day of your interview exactly where to go for the interview.

4. ________ Answering questions is the only thing you have to do well in an interview.

5. ________ You should arrive 15 minutes early for a job interview.

6. ________ It's a good idea to keep your hands free and pockets empty when you go for a job interview, so don't bring a pen or notebook with you. You'll look funny.

7. ________ Don't plan out your time before you go for a job interview. If you end up rushing in to the interview, you'll look like a busy person.

8. ________ While waiting for your interview, it's good to show the (secretary) receptionist that you're friendly.

9. ________ You should have eye contact with the interviewer during an interview.

10. ________ During the interview lean forward in your seat a little to show you're paying attention and are interested.

11. ________ It's O.K. to bring a friend with you to the interview, as long as they wait in the receptionist's office.

12. ________ Unless invited to by the interviewer to smoke, don't smoke during the interview.

Questions 13-20. Circle the letter in front of the best answer.

13. It's a good idea to follow up a job interview because:

    a) It reminds the interviewer about you.
    b) If you goofed up the interview, this makes you look better.
    c) You show you're interested in the job and look well organized.
    d) All of the above.

14. Be sure to ask about pay and benefits:

- a) carefully.
- b) at the beginning of the interview.
- c) only if you don't want to get hired.
- d) and tell them you want more than is offered, because they try to give a new employee as little as they can.

15. How should you act during an interview?

- a) Show that you are in a hurry so that the interviewer keeps it short.
- b) act like getting the job isn't real important to you.
- c) look desparate so the interviewer will think you really need a job.
- d) be polite and answer questions briefly and politely.

16. Why is it important to keep yourself clean and neat?

- a) because an interviewer will think about how you look when deciding whether to hire you.
- b) because success with customers, and on the job, depends in part upon having a good appearance.
- c) because being clean and well dressed makes you feel better about yourself.
- d) all of the above.

17. The most accepted way to follow-up an interview is by:

- a) calling daily.
- b) visiting every day.
- c) writing a letter first and calling or visiting later.
- d) calling the interviewer's boss.

18. The key to ending an interview well is:

- a) leaving quickly.
- b) asking if you are hired.
- c) finding out when you can check back to see what they've decided.
- d) telling the interviewer that you're very busy and leave before she/he is finished.

Questions 19-22. Write in the best answer(s) to the following questions.

19. List two things you do well in an interview.______________________

____

20. List two things that you need to improve.______________________________

____

21. When an employer offers a job, what should you say after Thank You? (If you want the job)____

____

22. What should you say if you get turned down for a job you really wanted?____

____

Lesson 6 - Following Up the Interview and Unit Summary.

Note: The following material can best be handled by using a question and answer/discussion format.

A. Say: "We've completed our interviews and gone home to relax. What do we do now? Sit back and wait? Wrong. Follow-up."

1. Ask: "What does 'follow-up' mean?" (Answers should be along the lines of staying in touch with the employer.)

2. "Why is it important to follow-up?" Discuss: "To show you're really interested, to make it easier for the employer to contact you if you're hired, to make it harder for the employer to turn you down, to make you look more responsible, to 'soup-up' the employer."

B. Continue: "When do you follow-up, and how should you do it?"

1. Answer: "Immediately after the interview, with a Thank-you note! The note should be short and to the point. Get the interviewer's and the company's name spelled right! Express thanks and repeat your interest in the position. Period. Get it in the mail the same day, so it gets to the interviewer before she/he makes a decision." (Distribute and discuss sample letter page 6-6-2.)

2. The answer should also include: "You must also follow-up a few days later, as you arranged at the end of the interview. (By phone or by visit as agreed.) Be polite, interested, and patient; the interviewer may be a busy person." Have all students role play either a phone or visit follow-up. Have them get through to the right person and say their short speech and cut it there. Give each student a little background on their "role". Tell them who they were interviewed by, for what job, when, and what was decided at the end of the interview. Even if they did not arrange the follow-up during the interview, they can still do it without being 'out of line'. Discuss how they would do that.

C. "How do you handle the interviewer's response?" Role play and discuss the three types of responses listed below.

1. "We still haven't decided whom to hire." ("What do you say now? Be polite and schedule your next follow-up contact.")

2. "You're hired! (What do you say now? Be sure to thank the interviewer, find out when, where, and to whom you report.)"

3. "Sorry, we hired someone else." (What do you say now? Be

polite, you may have been the second choice and another opening may come up soon. Do your yelling after you quietly say good-bye and hang up the phone. A real classy touch is a follow-up letter thanking the interviewer for considering you and hoping you'll be considered for future jobs.")

Note: You may want to spring these role plays on the students without prior discussion. If so, pick a calm, self-confident youth to "reject" the first time. Accept their feelings of anger or frustration, but discuss how to best handle it.

D. Questions and Answers.

E. Unit Summary. This is one possible wrap-up pitch: "We've covered quite a bit in this unit. We began with your image and appearance; how you come across to other people and what you can do to make that even better. We then discussed how to prepare for an interview and gave you a checklist to help you remember. Then we discussed and practiced the parts of an interview, and put it all together in a dress rehearsal. And finally, we've talked about following-up your interview and how to handle that well."

"So you are now a well practiced, well informed player. You know the rules of the interview game, you've got some strategy, and you've practiced your skills. You know how to set up that winning play, score, and follow-up with a thorough defense. You have several handouts which will help you remember this when you're going to your first real interview. Hang on to them and use them. A rusty player doesn't win."

"Many people make it to an interview, but only one is hired. That person is the one who knows the game and can play it the best. You've got some information that few people have - use it and be a winner!"

F. Distribute Review Questions. Use as a class discussion and/or as a post-test. You may need to finish them tomorrow.

G. Answer Key:

1. F
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. T
10. T
11. F
12. T
13. d
14. a
15. d
16. d
17. c
18. c

19. (Accept any two good points.)
20. (Accept any two weak points.)
21. "Ask when, where, and/or to whom you should report to work."
22. "Thank you very much for considering me. I hope you will think of me if another job opens."

OVERVIEW OF UNIT 7 - "DECISION MAKING"

Unit Purpose

To have students:

- Understand the difference between a decision and an outcome.
- Understand that decision making is a process and the steps in the process.
- Recognize different strategies used in decision making.
- Understand decisions are based on values, needs and wants.
- Understand how to accept or reject a job.
- Recognize the types of decisions made in the world of work.

Unit Lessons

Lesson 1 - Decision Making as a Process; To assist students in understanding several methods of decision making and how they can increase their chances of making a good decision.

Lesson 2 - Decision Making and Self-Awareness: To help students understand how values, needs and wants affect their decisions and job selection.

Lesson 3 - Strategies Used in Decision Making: To help students understand various strategies used in making decisions. To practice and use those strategies to increase positive outcomes.

Lesson 4 - Accepting or Rejecting Jobs: To help students understand the process and variables to consider in accepting or rejecting a job.

Lesson 5 - Decision Making and the World of Work: To assist students in the identification of work problems and possible solutions.

UNIT 7 - "DECISION MAKING"

Unit Notes

This unit comes after the students have completed the self-awareness topics and the information about jobs and how to get them. Decision making is introduced to help youth decide whether they should accept a job offer. It then leads into Units 8 and 9 where they are taught to use the decision-making process to successfully keep their job.

This unit discusses a five-step process of decision making. This particular process was selected because of its comprehensiveness and consistency in its ability to be used in most situations which require the act of deciding. The process is:

STEPS	CLARIFICATIONS
1. Identifying the problem	1. Find out or isolate what is to be solved, addressed or acted on.
2. Identifying the choices available to resolve or solve the problem	2. Find or isolate as many possible ways of correcting or addressing the situation.
3. Evaluating the choices	3. Look at the consequences and probable outcomes of each choice to identify the best solution.
4. Selecting one of the choices and planning a course of action	4. After you choose one of the options, the steps you will use to institute your choice should be planned.
5. Do it and evaluate the outcome	5. Perform the choice as planned in Step 3, and ask: - Did the choice meet your needs? - Did it answer the problem? - Was the outcome what you wanted?

The unit could possibly be introduced before Targeted Choice to assist students in choosing a career. It is used extensively in Unit 9 to help students make decisions about problems which occur at work.

Unit 7

Lesson 1

Lesson Overview

Title: Decision Making as a Process

Purpose: To explain the nature of decision making and what it's based on so students can understand how to make good decisions.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduction	2 minutes	
B. Definition of decision making	2 minutes	
C. Limitations of decision making	10 minutes	
D. Daily decisions	3 minutes	
E. How people make decisions	2 minutes	
F. Basis of decisions	10 minutes	
G. Review	1 minute	
H. 5 step process of decision making	10 minutes	
I. Rate your skills	5 minutes	Handout "Rate Your Skills" page 7-1-2

Name ______________________

Decision Making

Rate Your Skills

Directions: Read each of the statements below.
Rate your decision-making skills honestly.

If you check: Excellent - It means you do not need parctice or any information
Good - It means you need some practice
Need-Improvement - It means you need some practice and information
Poor - It means you need practice and information

How I rate my decision making ability:

	Excellent	Good	Needs improvement	Poor
1. I know what information I need to make a good decision				
2. I know how to get the information to make a good decision				
3. I know how my values help me make decisions				
4. I know how to think of many possible choices of action				
5. I know how to estimate possible outcomes				
6. I know what decisions will affect my future and how they will affect my future				
7. I know what consequences are and how to handle them				
8. I know several strategies to use in making decisions				

Unit 7 - Decision Making

Lesson 1 - Decision Making as a Process.

A. Introduction

1. Ask students: "Do you ever wonder why you make the decisions you do, or how you make them?"

2. Lead a discussion designed to start youth questioning why and how they make the decisions they do. Use questions such as the following and explore any insights the students share:

   a. "Do you choose things based upon how they look?"
   b. "How do you choose your friends?"
   c. "If I gave you a choice of money, fame or happiness, which would you choose?" Ask: "Why did you make that choice? How did you make it? What did you consider?"

B. Brainstorm a definition of decision making.

1. The definition should include that it is:

   a. A choice between two or more things.
   b. A choice of more than one course of action.
   c. A process, meaning that it's more than one step.

2. State: "Good decision making skills increase the possibilities that a person can achieve what he wants. So let's make our decision making skills the best we can."

C. Continue: "There are some limitations we all have regarding decision making, and these affect what we can achieve, such as:

1. "We are limited by what we are capable of doing. For example, if you don't know how to drive, you can't decide whether to walk or drive to work. If you don't know something exists, you can't do it." Emphasize: "So be in the know to reduce your limitations!"

2. "We are limited by environment, e.g., if only one restaurant exists, you have no choice on where to go out to eat."

3. "We are limited by what we are willing to do. If you are willing to try new things, you will learn different things. If you don't, you won't."

D. Ask students to name some of the decisions they make every day.

1. Write the brainstormed list on the flip chart. The list should include the following decisions:

   a. To get up.
   b. To shower.
   c. To brush [illegible] teeth.
   d. What to wear.
   e. What to eat.
   f. Whether to be happy.
   g. Whether to go to class.
   g. Whether to give the teacher help.

2. State: "If you look at the list, you made some of these decisions almost without thinking about them. Other decisions, such as what to wear or eat, may have required more thought."

3. Refer to the decision list just brainstormed. Ask youngsters several of the following questions. Be sure to end with question "e".

   a. "Decide which decision was most important to you?"
   b. "Which decision was the most difficult for you?"
   c. "Which was easiest?"
   d. "Which did you like making?"
   e. "What is it about decisions that make them important?"

E. "How do people make choices?" The list should include:

1. On impulse
2. To satisfy immediate needs
3. Let others decide for them (parents, etc.)
4. Let a group decide (group or peer pressure)
5. Choose that which is easiest
6. Choose intuitively
7. Make decisions to satisfy others (parents, friends)
8. Think about all possible choices, consider the consequences and choose the best option.

State that these are all ways to decide things, and there is a time and place for each.

F. What are these decisions based upon?" The list should include:

- Needs - survival issues (Unit 2 Lesson 4 Section B)
- Wants - things which add to the comfort of life (See Unit 2 Lesson 4 Section F)
- Values - beliefs which are important, one's principles (Unit 2 Lesson 4 Section D)
- Fear - avoiding risk or danger.

1. State: "These four things are part of our self-knowledge. If we know our needs, wants and values, and act based on them, then our decisions will be based on what's best for us. The last, fear, is also a part of self-knowledge. Fear can become a barrier when we make decisions based only on avoiding it; when we do not consider other choices. Therefore, we are defining a barrier as something to keep things out. Fear, when it keeps out or stops the finding or consideration of other choices in decision making becomes a barrier. Can you name any more barriers or gates?" This list should include stereotyping, biases, habits (and doing what others want.)

2. Define:

   a. Stereotype - a generalized idea about a group of people or objects.
   b. Biases - prejudice; an influence for or against something not based on fact.

   c. Habits - things you do continuously without seeming to think about them.

3. Follow with how these limit our decision making powers. The discussion should include:

   a. Deciding without considering as a possible choice those things which we are biased against.
   b. Deciding without considering things which we think should not exist. (stereotypes). For example, some employers don't think women should work. So they don't give women fair consideration for a job.
   c. Deciding the same way our parents do, from watching their patterns of behavior. For example, if your parents go to church, you may go without thinking about it.

4. Summarize: "Barriers are the mental or emotional parts of us which limit the possible choices to be considered in making a decision."

G. Conclude: "We have discussed:

1. Things we decide daily.
2. Some limitations involved in making decisions.
3. How needs, wants and values enter into decision making.
4. How other people, and possibly you, make decisions.

Remember, barriers are mental and/or emotional bounds based on abilities and knowledge. Barriers and limitations can both change with new information. For example, the stereotypes about women's role in society is changing.

H. "To help people make more effective decisions, someone has developed a process you can use."

1. Have students discuss what a process is. Define it as a series of steps.

2. Explain that the decision making process includes five steps: (Explain each step as you list it.)

   a. Define the problem. What is wrong?
   b. List all possible choices (alternatives) to solve the problem.
   c. Think about the choices and evaluate the consequences of each choice.
   d. Make a decision (choose one) and plan a course of action.
   e. Do it and evaluate the decision (its outcome). Did it solve the problem?

3. Practice the five step method with the following problems:

   a. Should I drop out of school?
   b. Should I work a legal job?

I. Distribute - "Rate Your Skills", page 7-1-2. As you distribute it say: "We have now covered some points in decision making. Before we go on let's take a look at some of your skills."

   1. Read the instructions.
   2. Give students time to complete the exercise.
   3. Go over the questions and discuss their answers.

Unit 7

Lesson 2

Lesson Overview

Title: Decision Making and Self Awareness

Purpose: To help students practice the 5 step decision making process. To give them an understanding of how values, needs, wants, limitations and barriers affect decisions.

Equipment: None.

	Activities	Time	Resources/Materials
A.	Review 5 step method	5 minutes	
B.	Closer look at 5 step process	5 minutes	
C.	Summary	3 minutes	
D.	Difference between outcome and decision	5 minutes	
E.	Review 5 steps	2 minutes	
F.	Definition of good decision	4 minutes	
G.	Decision and values	10 minutes	
H.	A decision to make	10 minutes	
I.	Questions and Answers	2 minutes	

Unit 7 - Decision Making

Lesson 2 - Making Decisions and Self-Awareness

A. Review the five steps of decision making discussed yesterday.

1. State: "You may think this process of decision making is cold and scientific. Maybe too cold to use in real human and personal problems. How do you think personal or human decisions should be made?"

2. Brainstorm; the list should include intuition.

3. Discuss intuition including feeling and hunches.

4. End with: "There is a time and place for intuition. Is is used best when there is no other information upon which to make a decision." You may wish to mention some examples, such as: "You are on vacation in a strange area, without a street map, it's late, no one is around. All businesses are closed. You encounter a fork in the road. Which way should you go?"

B. A closer look at the five step decision making process.

1. "How do we find the problem?" After several responses, state: "Find out what it is that you must address."

Note: This section emphasizes the defining of the problem, since most problems which arise are not clear cut. Have the students find the problem in the statement which follows: (When the decider defines the problem, the decider must be included in the statement) "My boss is a jerk." What's the problem? "I don't respect him. So, I don't always ask him for the information I should. Therefore, I might get fired." You may wish to use other situations and have students define the problem.

2. Follow the completed five steps with this next statement: "School stinks."

   1. What's the problem? Why does school stink? What don't you like? "I am failing". Now that the students have identified or defined on possible problem- Ask: "Now what do you do?"

   2. Ask the students to list the choices to solve the problem. Tell them to list as many as they can. There are always more than 2 or 3.

   3. Have the youth evaluate them, think them over, and select which should be 1, 2, 3, and so on. Ask them: "Why did you select your No. 1 choice? What was it based on?"

      a. Intuition- what feels right.
      b. Need - for survival. (You need to work).
      c. Want - things to make me comfortable. (You decided not to go because you are bored.)

d. Value - what's important to you. (It's more important to be on the corner with your friends.)
e. Limitations - your capabilities. (You can't do the work at school.)
f. Barriers - your mental/emotional walls. (You feel uncomfortable at school.)

4. Have youngsters make a decision (choose the best alternative) and plan a course of action. Ask: "How would you carry out your choice?" List the steps.

5. "Carry out the decision in your mind, and evaluate it. Was it the best choice or not? Did it solve your problem?"

Note: You might want to have students list the consequences of their choice.

C. Summarize: "Your priority list or ranking of choices is based on one or more of the six things: intuition, need, want, values, limitations and barriers.

1. State: "In the first part of this lesson we discussed intuition and decided that it included feelings and hunches.

2. Needs - our survival concerns (See Unit 2 Targeted Choice, Lesson 4.)

3. Wants - things which make our lives more comfortable (See Unit 2 Targeted Choice, Lesson 4.)

4. Values - what you think is important. (See Unit 2 Targeted Choice, Lesson 2.)

5. Limitations - what we are not capable of doing.

6. Barriers - our mental and/or emotional restrictors.

State: "The better you know yourself, the better you'll understand your choices, and so the outcomes of your decisions will be better or more satisfying. They will be based on your specific understanding."

D. "What is an outcome?" After several responses, state: "An outcome is the result of an action or process. Could it be the result of a decision making process?"

1. "What is a consequence?" After several responses, state: "Consequences are the result of an action or process."

2. "Are consequences and outcome one and the same?" A discussion should follow highlighting the following points. Consequences and outcomes are both:

a. "The things that result or occur from doing something. For example, if you pull the plug out of a radio that's playing, what happens or occurs? The radio stops playing.

The stoppage of play is the outcome or consequence of the act.

b. They are the same. We will be using the words interchangably throughout this unit.

3. "Does outcome or consequence differ from decision making?" Divide the board in half. Title one side consequence or outcome and the other side decision making. Brainstorm the differences.

Decision Making	Consequences or Outcomes
1. Is an act of choosing.	1. Results of an act.
2. Is a process of 5 or more steps.	2. Part of a process.
3. People have control over decisions.	3. People have no control over.

E. Ask: "What are the steps in the decision making process?"

1. Review the five steps and processes involved in each.

2. Continue: "Good decision-making will lower the odds of getting an unfavorable outcome. The best protection against an undesirable outcome is using good decision making skills."

3. One of the lessons in decision making is to learn to tell the difference between a good decision and a poor outcome.

   a. Refer back to D-2 of this lesson.
   b. Highlight the differences between outcome and decision making.

4. Conclude with: "Good decisions will not guarantee good outcomes because you can't control the outcome. However, learning how to make good decisions and making them will increase your chances of getting good outcomes."

F. "So what goes into a good decision?" The list should include:

1. Understand the problem.
2. All alternatives or choices are found and considered.
3. The best available option is selected (consider consequences).
4. Your choice is outlined well and you act.
5. The outcome is evaluated.
6. Personal values, needs and wants are understood.
7. Limitations and barriers, and how they can affect decisions are understood.

Conclude: "A good evaluation of the quality of a decision is based on how the decision was made, not on how the situation turned out (outcome)."

G. State: "Sometimes, the decisions we make say a lot about our values and beliefs. We're going to do a couple of exercises. After each one, take a moment and think about what your decision says about you. What do they say about your values?"

1. Bring in appropriate human interest columns (Ann Landers or Dear Abby).

2. Have the student listen to the problem.

3. Use the 5 step method to solve the problem.

4. Question students on needs, wants, values, intuition, limitations and barriers which resulted in their answers.

H. Heart saving machine exercise - 4 (or 5) people are terminally ill with heart disease. If they cannot use the heart saving machine, they will die. There is only one machine. Problem - who gets it?

1. List 4 or 5 people with descriptive charactersitics, such as these listed below:

   a. 70 year-old priest
   b. 3 year-old boy
   c. Father of 3 children without a wife
   d. Vietnam Veteran - heart disease result of war
   e. 35 year-old police officer
   f. Hard nosed judge from Family Court
   g. 18-year old woman
   h. 22-year old basketball player

2. Follow-up with:

   a. Why did you choose to save the person you chose?
   b. Was there another person you were considering? Why?
   c. Did anyone change his/her mind after learning another person's reasons and choices?
   d. What did this exercise tell you about yourself and your values, wants, needs, intuition, barriers and limitations?

I. Questions and Answers.

Unit 7

Lesson 3

Lesson Overview

Title: Strategies used in Decision Making.

Purpose: To assist youth in understanding strategies of decision making. To help them increase the number of positive outcomes.

Equipment: Video player and monitor. Audio tape player.

Activities	Time	Resources/Materials
A. Strategies of decision making	10 minutes	
B. Video - "The Divided Man"	10 minutes	Video tape - "The Divided Man"
C. Pro's and con's of Strategies	5 minutes	
D. Role play	5 minutes	
E. Decision making	5 minutes	booklet and tape - Decision Making
F. Questions and Answers	2 minutes	
G. Decision making and the World of Work	8 minutes	
H. Optional exercise-Decision Genie		

Lesson 3 - Strategies of Decision Making

A. "The hardest thing about decision making is the uncertainty of the outcome. If we knew the outcome before we decided on a choice, it would be a breeze to make a decision. If you knew the outcome of each choice, that's even better. You wouldn't have to take any risk!"

1. Have students define risk. This should include:

   a. Taking a chance on the uncertain.
   b. Taking a chance on danger.
   c. Taking the longest odds.

   "So one strategy is playing the odds on the long shot or putting a lot on hope."

2. Some people deal with their choices by playing it safe. Taking the one with the least chance of a bad outcome.

3. Others ignore the chances of getting a bad outcome and select only on needs, wants, values, limitations and barriers.

4. Still others let someone else decide for them.

5. Others try to get the best combination of low-risk and desirable outcome. They choose the action that combines probability and desirability."

B. "Let's watch the video 'The Divided Man'." Continue with: "The Divided Man has trouble making a decision. He has not used the decision making process to its best advantage, and thinks that by not deciding, he can cover more ground. At the end of the film, notice the outcome."

1. Show video tape.

2. Discuss the following questions afterwards:

   a. Is not making a decision, actually a decision itself?
   b. How does this relate to understanding decision making?

3. We can now add one more strategy to our list: Don't make a decision, just wait and see what happens.

C. "Now that we have discovered many of the strategies, let's talk about the positive and negative sides of each." There is one positive and negative statement about each of the following. Have students add more.

1. Playing the odds or taking the long shot.

Positive	Negative
If successful, great outcome	Chance of success are small; risk are high. There is a high chance of a bad outcome.

2. Playing it safe.

Positive	Negative
Chances of success are high	Not always your top choice

3. Meeting immediate needs, wants, or values without considering bad consequences.

Positive	Negative
If successful immediate gratification	High risk, danger

4. Letting others decide for you.

Positive	Negative
You don't have to think	Your needs may not be met

5. Not to decide.

Positive	Negative
You don't have to think	You don't feel in control

6. Best combination of low-risk and desirable outcome.

Positive	Negative
Risk is low, likely to succeed	Not always top choice

D. To further illustrate and/or review the 5 step process, conduct a role play with the following situation:

1. State:

   a. Sam is 23 years old.
   b. He is a member of a club whose symbol is a white and blue jacket.
   c. Sam is at a club party.
   Note: At club parties everybody must wear their jackets.
   d. Sam has too many beers.
   e. Sam takes the wrong jacket when he leaves.
   f. On the way home he is stopped by the Police. One of the headlights on his car is out.
   g. The Police think he is drunk.
   h. They test him.
   i. Then arrest him.
   j. They search him and find an ounce of Cocaine in the jacket pocket (remember the jacket, and coke belong to his friend).
   k. Sam and his friend go to see a lawyer.

2. Have one student play Sam, one play his friend, and one play the lawyer.

3. Using the five step process to solve the problem.

Note: Students may challenge whether the role play situation is realistic. Remind them:

a. The purpose of this exercise is to practice decision making, and that the story is not true.

4. You may also assist youth by outlining on the board the:

   a. Five step method of decision making.
   b. Strategies of decision making (6). (See Section A, #1-5 of this lesson.)

5. Give students time to use the process.

6. Elicit solutions and explanations of how the students used the five step process.

7. Question which strategy they used.

8. What values, limitations, and/or barriers entered in their decision (friendship, loyalty, personal freedom, low risk)?

E. Introduce "Decision Making" booklet and tape as a review. Play it through and then discuss each point.

F. Questions and Answers.

G. Conclude with: "How do we use decisions in the world of work?" The list should include:

1. "Deciding on what job we want."
2. "Deciding on how and when to apply."
3. "Deciding on how much money we should earn for our wants and needs."
4. "Deciding on the hours we can work."
5. "Accepting or rejecting a job."
6. "Deciding how to handle difficult situations."

Tell students: "We will talk about these topics tomorrow."

H. Optional exercises - "Decision Genie"

This exercise asks students to assign their decision making to an expert, a "Decision Genie". The exercise emphasizes the kinds of decisions that are important to individuals and illustrates the importance of values in the decision making process. Be sure to review the background information throughly before beginning the exercise.

1. Background Information for Instructor

Before beginning sections 1), 2) and 3) of the "Decision Genie" exercise which follows, a discussion about the assigning decisions will help make this exercise more meaningful. For example, you might ask what things people tell their stockbroker or architect when asking for advice. "Do people usually let the stockbroker or architect make the decisions for them? Do doctors sometimes make decisions for us? Do they know all we wnat them to know about us? Are they experts?" Ask learners if some of their dicisions are made for them by someone else.

Sections 1), 2) and 3) can be completed seperately with group discussion after each section, or sections 1) and 2) can be completed together.

It is interesting to find out what kinds of decisions are assigned to the agent and what kinds of decisions the individual chooses to make himself. Some people are reluctant to transfer and decisions that involve long-range lifestyles (for example, what career to choose), and same will allot decisions that relate only to material things (for example, what car to buy.) Section 3 of this exercise can be especially revealing in that is calls for a statement of values on the part of the individual.

An important aspect of decision-making should be discussed here. That is, if we let others make decisions for us, we are likely to give up some of the freedom and some of the control we have over our own lives. A learner's difficulty in responding to the Decision Genie exercise may be an expression of his/her reluctance to transfer his/her control to another person.

2. The "Decision Genie" exercise.

    a. State: Sometimes it is especially important to make sure that you make a good decision. People often have someone else help them make important decisions. They might use a stockbroker, a doctor, a lawyer, or an architect for certain difficult situations when a decision has to be carefully thought out. When you have important decisions to make, you want experts to help you.

    Now imagine a new kind of expert. Instead of a doctor who is an expert on medicine or a mechanic who is an expert on cars, make believe there is a Decision Genie, an expert on decision making. You can hire him to make decisions for you."

    b. Continue: "The following questions may help you learn something about yourself, the values and the decisions that are important to you. Remember, we can only request decisions, not wants or needs.

1) Your town hall has a Decision Genies for the entire town. The Genies can make only one decision per person in a lifetime. What one decision would you ask the Genie to make?

2) If you had two decisions they could make, what would they be?

3) If the Genie had to make all the decisions in your life but one, which decision would you save for yourself? Why?

Unit 7

Lesson 4

Lesson Overview

Title: Accepting or Rejecting a Job.

Purpose: To discuss the process of accepting and rejecting a job.

Equipment: Video tape player and monitor. Audio player.

Activities	Time	Resources/Materials
A. Introduction	5 minutes	
B. "Just Around the Corner"- accepting or rejecting a job	10 minutes	video tape - "Just Around the Corner" tape 6
C. Company benefits	10 minutes	
D. Personal growth - promotion	10 minutes	audio tape - "Promotions" World of Work I - tape 12)
E. Needs and wants - salary	5 minutes	
F. Summary	3 minutes	
G. Questions and Answers	2 minutes	

Unit 7 - Decision Making

Lesson 4 - Accepting or Rejecting a Job.

Note: This lesson can be used as part of the last lesson of the Interview Unit.

A. State: "Today we are going to discuss the points to consider in making a decision whether to accept or reject a job. We will see a video "Just Around the Corner" and then discuss the following points:

1. Company benefits
2. Paycheck
3. Promotions or your personal growth on the job

B. "Let's begin with the video. Larry is faced with deciding on one of two jobs. Let's see what things he considered."

1. Show video.

2. Discuss what were some of the good things and some of the bad things about each job.

3. Divide the board in half. One side for Job A the other Job B. This may keep the information straight.

4. Elicit other considerations or choices.

C. Ask youngsters : "What things other than your paycheck can an emplcyer offer you?"

1. List should include company benefits, such as:

   1. Paid vacation
   2. Sick time
   3. Health insurance
   4. Life insurance
   5. Disability
   6. Free or reduced meals
   7. Travel money; car and/ or gas
   8. Tips
   9. Uniform and tool allowance
   10. Paid holidays
   11. Paid training or school tuition reimbursement
   12. Retirement pensions

2. Explain each benefit.

D. Personal growth is another thing to consider in accepting a job.

1. Promotions have a lot to do with good decisions on the job. List some decisions to be made at work.

   1. To come in,or call in sick.
   2. To be late or on time.
   3. To be neat or sloppy.
   4. To help fellow workers or take it easy.
   5. To complete your work or not.

2. Play "world of work" tape # 12 "Promotions".

   a. After the tape, stop for "Questions and Answers".
   b. At the end of the tape discuss:

      1) "What things do you need to know about promotions?"
      2) "How do you get promoted?"
      3) Conclude: "Promotions are available on most jobs. You must earn them. You now know some of the things which will help."

E. "Needs and wants are still other considerations in accepting a job."

1. "What kind of salary do you start with? Is it enough to meet your needs, wants, values? When do you get raises? Will they be timely and will they get you through enough to maintain your lifestyle?"

2. "What money is taken out of your check?" List:

   a. Taxes (income and Social Security)
   b. Health insurance
   c. Disability insurance

   "To name only a few. The rest will be discussed in "The New Worker" Unit 11. To help you decide, you will 'take home' about 75% of your money after deductions."

F. Summarize how decisions influence which job you take. Highlight:

1. "A decision to take or not to take a job should rest on a low-risk, high positive outcome for you, the worker. In making sure this occurs you should consider:

   a. The paycheck -will the reward for your work be enough to keep you comfortable? Will your lifestyle be maintained?

   b. Promotions - will they be timely? Will they eventually get you to the position you want?

   c. Company benefits - do they meet your wants and needs to be comfortable on the job? Can you get training to do your job better or to receive a promotion? If you get sick will your health insurance cover it?"

Note: Encourage the students to be realistic while considering these points.

2. Remind them of Larry's situation in the video. Encourage them to make lists with the pros and cons of each job.

G. Questions and Answers.

Unit 7

Lesson 5

Lesson Overview

Title: Decision Making and the World of Work

Purpose: To help students identify choices in making decisions on the job.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Completion of accepting or rejecting a job	5 minutes	
B. "The Extra Work Assignment"	10 minutes	Audio tape - "The Extra Work Assignment" - ("World of Work I Discussion tape A1, Situation 1)
C. "Does The New Man Have To Get The Coffee?"	10 minutes	Audio tape - "Does the New Man Have to get the Coffee" - (WOW I Discussion tape A2, Situation 1)
D. The Card Game	10 minutes	Audio tape - "The Card Game" (WOW I Discussion tape A2, Situation 3)
E. Review unit	5 minutes	
F. Review Questions	5 minutes	Handout - "Decision Making, Review Questions" page 7-5-2
G. Answer Key		

Name ____________________

Decision Making - Review Questions

Directions for this section - List and explain the 5 steps of decision making.

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. ____

____

____

5. ____

____

____

Directions for this section - Write T for True if you agree and F for False if you disagree.

1._____Using only your intuition is a good way to solve all problems.

2._____Consequences and outcomes are the same.

3._____One strategy in making a decision is ignoring all risks.

4.____Your values do not affect your choice when you make a decision.

5.____You should think about as many choices as you can before you decide.

6.____If you get a poor outcome, it means you made a bad decision.

7.____People always think before they make a decision.

8.____The first step in decision making is to act, think later.

9.____When you know what the problem is, think about possible choices.

10.____When you have reached a decision and acted on it and your problem doesn't get solved, you should repeat the five step process.

Unit 7 - Decision Making.

Lesson 5 - Decision Making and the World of Work

A. "Yesterday we discussed accepting or rejecting a job."

1. "We covered the points which should be included in that discussion. They were:

   a. Paychecks
   b. Promotions
   c. Company benefits"

2. "Now, let's discuss how you say 'yes' if you take the job, or 'no' if you don't take the job."

   a. "If your decision is to take the job;

      1) How would you tell that to your new employer?

      2) What else would you need to know?

         a) When to report for work.
         b) Who to report to?
         c) What you need for the day."

   b. "If your decision is no. You decide not to take the job."

      1) "How would you tell that to the employer?"

      2) Use the following true story.

   "I had a friend who was working on an advanced degree in college. He got a summer job offer from a company and decided to accept it. He had one more job interview with another company, however, and decided to go. If that job looked better, he decided he'd take it and give his apologies to the first company. The interview did not go well however, and since he didn't need the job, told the interviewer what he could do with his job. Several years later, with fancy degree in hand, my friend went to another company for a job interview for a permanent position. The interviewer was the man he had been so rude to years before, and he recognized my friend immediately. Needless to say, my friend didn't get the job."

3. "So the question is: How do you say 'no' the right way?"

   a. "Be polite."

   b. "Practice what you're going to say until it sounds natural. 'Mr. Jones, This is Harry Smith. I certainly appreciated your job offer, but I'm afraid I'll have to turn it down.'"

   "At this point, if you feel comfortable, give the employer a reason. For example, Cal's Company has a training program which you would like to join. If you don't have a reason, don't lie!! "

c. "Always close with: 'Thank you for your interest in me.'"

Note: The rest of this lesson can be used as part of the Human Relations on the Job Unit (#9).

B. Begin: "What would you do if your boss gave you more work than you were supposed to do?"

1. Listen to this tape on the "Extra Work Assignment" (World of Work I, tape A, Situation 1). Elicit from students after the playing:

   a. "What would you do?"
   b. "Why?"
   c. "Did you use the five step process?"
   d. "What did you consider?"
   Note: If they didn't use the decision making process, stop the lesson and go through this problem with the process.
   e. "What values were involved?"
   f. "What needs and/or wants were involved?"

C. "Once on the job you must deal with your co-workers. Let's listen to a tape about solving problems on the job."

1. Play tape "Does the New Man get the Coffee" (World of Work 1, tape A2, Situation 1).

2. Lead a discussion covering the following points:

   a. "What would you say to the boss?"
   b. "What would you say to the co-worker?"
   c. "How did you decide on what to say? What did you consider?"
   d. "Did you use the five step process?"
   Note: If they didn't, stop lesson and go through this problem with the process.

D. "The Card Game" (World of Work 5 tape A2, Situation 3) - This is another problem involving co-workers.

1. Play tape.

2. Lead a discussion with:

   a. "What decision would you have made?"
   b. "Why? What did you consider?"
   Note: You may wish here to list more choices.
   c. "Did you use the five step process?"
   Note: If they didn't, stop them and go through the process with the problem.

E. Review unit as follows:

1. Five step process
2. Limitation to decision making.
3. Barriers to decision making.
4. Role of needs, wants and values in decision making.
5. Strategies of decision making.
6. How others make decisions.
7. Definition of a good decision.

F. Distribute "Review Questions" page 7-5-2.

G. Answer Key -

1. Find, identify or define a problem
2. Select the choices
3. Think about the choices
4. Select one and plan a course of action
5. Do it and evaluate outcome

1. F
2. F
3. T
4. F
5. T
6. F
7. F
8. F
9. T
10. T

OVERVIEW OF UNIT 8-"THE NEW WORKER"

Unit Purpose

To have students:

- Learn work place and payroll vocabulary.
- Understand what information they need to find out during orientation or their first few days at work, including company rules, policies and customs.
- Understand some of the differences between the world of work and the world of school, especially regarding rules.
- Know what they can expect from an employer, and what an employer may expect from them.
- Learn how co-workers may "hassle" new workers and how to deal with the tensions and pressures that new workers face.
- Understand the various benefits an employer may offer to workers.
- Learn about payroll deductions and how to read a paycheck stub.
- Learn about Labor Unions and Employee Associations.
- Understand discrimination on the job and resources available to deal with discrimination.

Unit Lessons

Lesson 1 - Getting Ready for Your First Day on the Job. To help students prepare for a successful start at work, this lesson covers what to ask, what to expect, and what words they need to know.

Lesson 2 - Expectations. To help students identify their expectations of their employer and what their employer expects of them.

Lesson 3 - Dealing with Co-Workers. This discusses the need to get along well with co-workers and potential problems and solutions.

Lesson 4 - A Closer Look at Benefits. Reviews basic fringe benefits and introduces the concept of payroll deductions.

Lesson 5 - A Closer Look at Your Paycheck and Payroll Paperwork. To discuss paycheck stubs, deductions, overtime, taxes, and payroll paperwork.

Lesson 6 - Labor Unions and Employee Associations. Presents a brief history of labor unions, their impact and purpose, and how associations differ from unions.

Lesson 7 - Equal Opportunity Employment and Discrimination. To make students aware of discrimination at work and what they can do about it.

Lesson 8 - Unit Summary. To review and summarize the unit and have students complete a set of review questions.

UNIT 8 - "THE NEW WORKER"

Unit Notes

This unit ties in closely with Unit 9. It is fairly independent of other units, so it may be used early in the program if students are about to begin a work experience. In this case, Units 4, 7, and 9 should be combined to follow this unit. With community-based youth needing a shortened program, this unit can be delayed until after students are well into their job search. Thus, the course could end with "The Interview" (Unit 6), and Units 7, 8, 9, and 10 could be offered as part of a follow-up class.

The closer a student is to actually working, the more detailed the information offered in this unit should be. A brief overview of this material would be appropriate for younger students or students who will be out of the work force for an extended period of time.

This unit lends itself well to field trips (company tours and/or sample new worker orientation sessions) and guest speakers (personnel staff, supervisors, union representatives, EEO staff, etc.). "Real" samples of pay stubs, paychecks, employee orientation booklets, and new worker paperwork will also increase student interest and learning.

Many youth have limited knowledge concerning the actual situations they will encounter as new workers. Before they begin working, they need to receive accurate, detailed information regarding this subject so they can feel comfortable and succeed in those crucial first few days.

Unit 8

Lesson 1

Lesson Overview

Title: Getting Ready for Your First Day on the Job.

Purpose: To help students prepare for a successful start at work: what to expect, what to ask, what words they need to know.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Introduction		
1. What information do you need before you come to work?	5 minutes	
2. Vocabulary of the workplace.	12 minutes	Handout - "Language at Work" page 8-1-2 and 8-1-3.
B. What do you need to find out on your first day?	5 minutes	
C. A closer look at Rules, Policies, and Customs	20 mintues	Handouts - Sample Rules and Policy Statements for new workers, pages 8-1-4 to 8-1-7. Audio tape - "Company Rules and Customs" (World of Work I, tape 10
D. Questions and Answers	3 minutes	
E. Optional exercise - Ask the boss, what rules and policies would you set?	5-15 minutes	

LANGUAGE AT WORK

Directions: Match a word on the left with its definition on the right. There is one more definition than words in each group, so you won't use all the definitions. Write the letter of the correct definition in the space after each word.

I. Words About Time

A.

1. Schedule ___
2. Over-time ___
3. Full-time ___
4. Time Sheet ___
5. On-time ___

a. When you work 40 hours a week.
b. What the boss expects you to be.
c. The days and times you are supposed to be at work.
d. A piece of paper on which you or your boss keeps track of the time you work.
e. When you work more than 8 hours a day.
f. Someone who doesn't work hard.

B.

1. Work shift ___
2. Time card ___
3. Part time ___
4. Temporary ___
5. Time clock ___

a. When you work less than 30 hours a week.
b. When you don't keep a regular schedule.
c. A piece of paper on which your time is marked by a machine.
d. The part of the day (or night) you are supposed to work.
e. When your job lasts for a few weeks or months.
f. A machine which marks a card to show you when you come in to work and when you leave.

C.

1. Work day ___
2. Work week ___
3. Permanent ___
4. Punch-in ___
5. Punch-out ___

a. When your job will last as long as you keep doing a good job.
b. The hours you are supposed to work each day.
c. An expression meaning that you put your time card in the clock when you come in to work.
d. What you do to someone you don't like.
e. An expression meaning that you put your time card in the time clock when you leave work.
f. The days you are supposed to work each week.

II. Words About People, Pay, and Jobs

D.

1. Supervisor ___
2. Personnel ___
3. Salary ___
4. Probation ___
5. Job Description

a. How much money you make.
b. Something which tells you what your job is about.
c. A trial period for new workers.
d. The boss.
e. Anything having to do with the people who work for a company.
f. A worker who is over 40.

E.

1. On-the-job training __
2. Job duties __
3. Wages __
4. Seniority __
5. Fringe benefits __

a. Your salary.
b. Going back to high school.
c. Extra things your employer gives you besides pay (such as health insurance)
d. Training you get while at work.
e. A list of the things you are supposed to do at your job.
f. Preference given to people who have worked for the company a long time.

Calling In Sick
We miss you when you are sick, because your work here is important. Your absence places an extra burden on your co-workers and disrupts the restaurant's operation. If you are ill and are unable to come to work on a scheduled day, you should call your manager at least three (3) hours before your scheduled shift. If your absence will continue for several days, it will not be necessary for you to call in daily providing that you have informed your manager of the exact length of time which you will be absent and when you will return to work. Remember that unreported absence may result in disciplinary action which may include termination.
Your promptness and attendance is a very important part of your employment record, now and for the future.

Change of Status
Anytime you change your address, phone number or marital status, your manager should be informed, so we can keep accurate records.

Checks
We do not cash personal or payroll checks.

Clocking In and Out
You are required to punch in and out any and all times you are working in the restaurant. Do not punch in earlier or later than your assigned shift, unless you are asked to do so. Each person must clock in and out for himself; no one is permitted to clock in or out for another employee.

Disciplinary Action
Any company must have rules of conduct. Please understand that the following behavior will result in disciplinary action, which can range from verbal warnings, written reprimands, or termination:

1. Insubordination; willful or negligent failure to follow orders.
2. Fighting or creating a disturbance.
3. Loafing or sleeping on the job.
4. Reporting for work intoxicated; drinking alcoholic beverages while on the job.
5. Absence without leave; tardiness; quitting early (unless asked by manager to do so).
6. Theft of company property or product.
7. Misconduct on the job.
8. Failure to report an accident.
9. Negligent or deliberate misuse of company property.
10. Drug addiction or unauthorized use of drugs.
11. Possession of weapons on company premises.

This list gives some examples of behavior that will result in disciplinary action; it is by no means a complete list.

Giving Away Food
Free food is not to be given away to customers, friends or employees. Anyone caught giving away free food is subject to termination. This is the same as theft from the company.

Giving Notice
If you decide to terminate your employment, you should give two weeks notice, preferably in writing, to your manager.

Sample for N.Y.S. Division
for Youth

BURGER KING

MIDON Restaurant Corporation
Restaurant Policy

8-1-4

Where You Fit In

You have a number of good qualities which made us hire you. One of them was your good attitude. We happen to think you're pretty important, since you act as your company's representative; you are our goodwill ambassadors. After the service you give him, a customer decides what he thinks of us as a company. We spend money to bring customers into our restaurants; your smile will bring them back. Treat each customer as you would like to be treated. Show the customer why we hired you.

Appearance

Besides having the proper attitude, personal appearance and personal hygiene are the two next most important qualities that you should have. Burger King approved uniforms and hats must be clean and properly worn at all times. Approved name tags must also be worn. Men should be clean shaven; while beards are not permitted, moustaches are, provided that they do not extend below the upper lip. Hair should be neatly groomed and should not hang over the shirt collar. White tee shirts are to be worn under uniform shirts, with dark pants (NO jeans) and dark shoes (NO sneakers).

Females should see that their hair is neatly pinned or tied back and is not hanging in their faces. No hair should be hanging on your shoulders. Perfume and makeup can be assets, but you are discouraged from wearing heavy perfume or excessive makeup. Nail polish is not allowed. The only jewelry allowed is wedding or engagement rings - this is both for sanitary and safety reasons. A person not in clean and proper uniform may not be allowed to work.

Personal Hygiene

You work with the public. You should therefore bathe as necessary and use an effective deodorant. You should also brush your teeth and use a mouthwash if necessary. Always wash your hands before coming on duty and after using the restrooms, or after doing extra cleaning duties.

Conduct

When at work, you will be expected to conduct yourself in a professional manner. Be polite and courteous to both customers and fellow employees. This is particularly important when you are taking breaks in the dining room. No one appreciates rowdy or loud employees. Well meaning fun can cause serious accidents and injuries. Therefore, there should be no horseplay on the job.

Worker's Compensation

An on-the-job accident must be reported immediately to the management person in charge on the day which the accident occurs. Accident reports must be filled out by the management person in charge on the day which the accident occurs. There is a first aid box located in the kitchen. This should contain the necessary supplies to treat minor injuries. For major accidents an ambulance will be called, unless you are able to direct otherwise.

The company does, of course, have worker's compensation. The insurance covers medical and hospital expenses. Remember, accidents MUST be reported immediately.

Telephone

Unless it is an extreme emergency, avoid calling the restaurant during peak periods of business (11:00 a.m. to 2:00 p.m. and 5:00 p.m. to 8:00 p.m.). The restaurant phone is a business phone, so discourage others from calling you at work, and try to make your own necessary phone calls before you arrive for work. Any calls you do make on the unit phone must be cleared by the management. If you have occasion to answer the telephone, do so by saying "Good morning, good afternoon, or good evening, Burger King, (your name) speaking, May I help you please?".

Pay Periods

You will receive a paycheck every week. Our pay period begins on Sunday and ends on Saturday. There are no pay advances. Payday is every Friday and not between 11:30 a.m. and 2:30 p.m.

Schedule

A new schedule is posted every week. Be sure you check it for assigned hours. Requests for days off must be submitted six days in advance of the scheduled week involved. We reserve the right to turn down any request for days off. No employee may change or exchange hours on the schedule without management approval. To do so can be grounds for disciplinary action which may include termination.

Smoking

Smoking is allowed only on break time. You are not permitted to smoke in the food service area or food prep area either before or after closing.

Suggestions and Complaints

If you have any suggestions that would benefit the restaurant's operation of employees, please make them known to your manager or assistant manager. If we work as a team, we will be better able to serve the public.

If you have any complaints or personal problems which affect your work, please feel free to talk them over with your restaurant management team. Your problems will be confidentially discussed, and you will be notified of your problem's resolution. We care enough to see that each person's complaints/problems are handled in a fair manner.

Meal Policies

Employee half price meal is a benefit entitled to you as an employee of MIDON Restaurant Corporation when you work four hours or more in a work day. For employees working less than four hours, you are not eligible for half price meals; however, you are entitled to a beverage at half price regardless of how many hours you work. Half price meals or half price beverages can only be obtained ½ hour prior to your shift starting time, or while actually on break, or up to ½ hour after your shift ends. If you do not work on a given day you are not entitled to a half price meal or half price beverage.

A meal is any item purchased, other than a beverage; i.e., a burger and a coke is a meal. Any person eligible for a half price meal may purchase any item or items on the menu; i.e., Whopper and a coke or fries and a coke, or apple pie, fries and a coke. A maximum dollar amount of $1.50 is what you are entitled to. If your half price sales totals more than $1.50, you will pay the difference.

The amount of your half price meal or half price beverage will be paid at time of purchase.

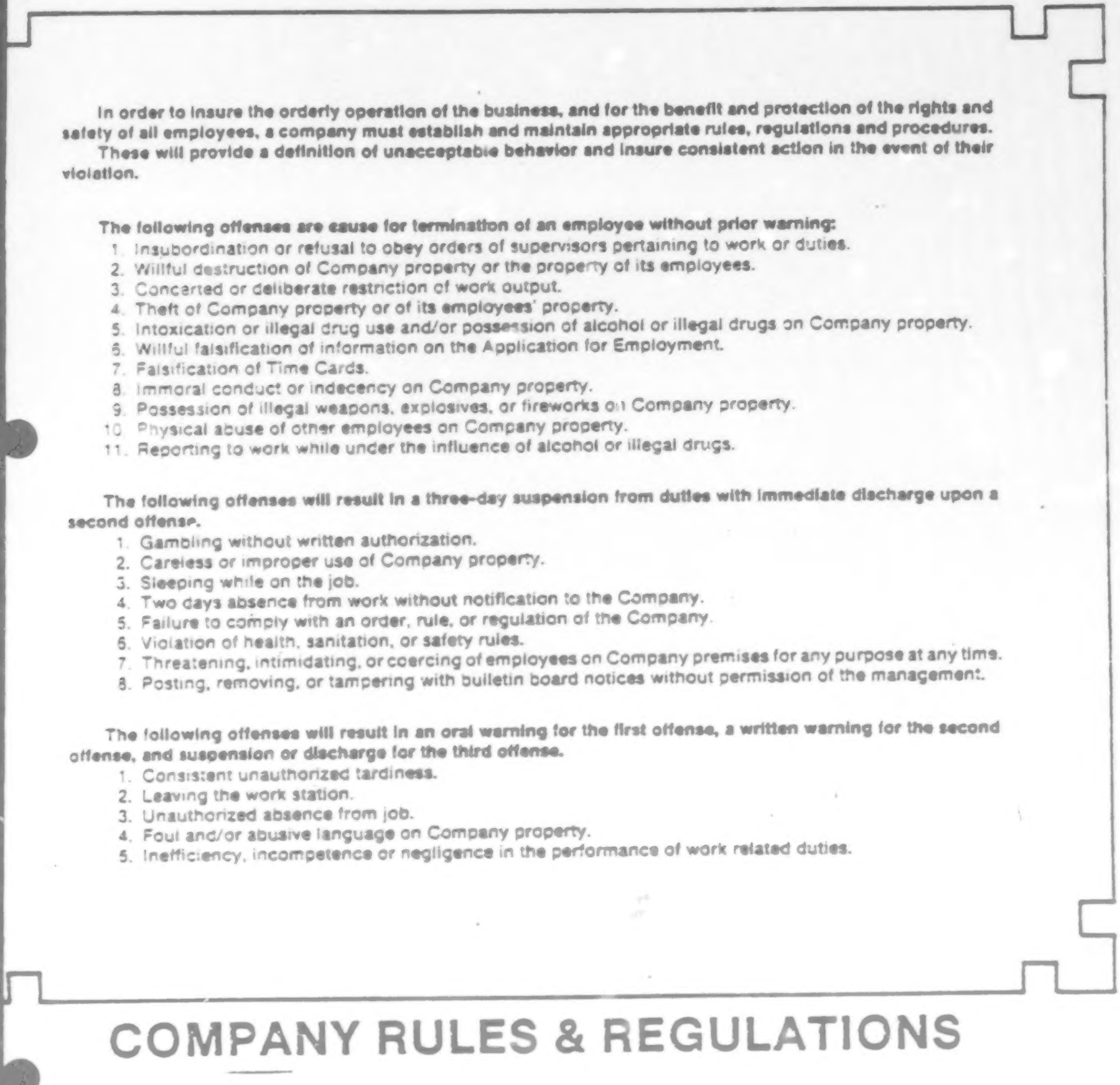
A management person will handle all employee meal transactions.

Alcohol and Drugs

No alcoholic beverages or illegal drugs are permitted in this restaurant or on the premises. You are not permitted to work while under the influence of alcohol or illegal drugs. Breaking the rule is grounds for disciplinary action which may include termination.

8-1-5

COMPANY RULES AND REGULATIONS, AND DRESS CODE
TAKEN FROM: "EMPLOYEE'S HANDBOOK"
PRICE CHOPPER (THE GOLUB CORPORATION)



In order to insure the orderly operation of the business, and for the benefit and protection of the rights and safety of all employees, a company must establish and maintain appropriate rules, regulations and procedures.

These will provide a definition of unacceptable behavior and insure consistent action in the event of their violation.

The following offenses are cause for termination of an employee without prior warning:

1. Insubordination or refusal to obey orders of supervisors pertaining to work or duties.
2. Willful destruction of Company property or the property of its employees.
3. Concerted or deliberate restriction of work output.
4. Theft of Company property or of its employees' property.
5. Intoxication or illegal drug use and/or possession of alcohol or illegal drugs on Company property.
6. Willful falsification of information on the Application for Employment.
7. Falsification of Time Cards.
8. Immoral conduct or indecency on Company property.
9. Possession of illegal weapons, explosives, or fireworks on Company property.
10. Physical abuse of other employees on Company property.
11. Reporting to work while under the influence of alcohol or illegal drugs.

The following offenses will result in a three-day suspension from duties with immediate discharge upon a second offense.

1. Gambling without written authorization.
2. Careless or improper use of Company property.
3. Sleeping while on the job.
4. Two days absence from work without notification to the Company.
5. Failure to comply with an order, rule, or regulation of the Company.
6. Violation of health, sanitation, or safety rules.
7. Threatening, intimidating, or coercing of employees on Company premises for any purpose at any time.
8. Posting, removing, or tampering with bulletin board notices without permission of the management.

The following offenses will result in an oral warning for the first offense, a written warning for the second offense, and suspension or discharge for the third offense.

1. Consistent unauthorized tardiness.
2. Leaving the work station.
3. Unauthorized absence from job.
4. Foul and/or abusive language on Company property.
5. Inefficiency, incompetence or negligence in the performance of work related duties.

COMPANY RULES & REGULATIONS

BEST COPY AVAILABLE

DRESS CODE

HEADQUARTERS COMPLEX:

For information regarding Dress Code Policy in the Headquarters' Complex, see your Supervisor.

STORES:

1. **Appearance**—Good appearance begins with a clean body. Hands and nails must be kept well groomed. Male employees must be clean shaven or have neatly trimmed mustache and/or beard.

2. **Hair—All employees** are required to keep their hair clean and neat. It must be restrained from falling over the face during normal work movements. **Employees in food processing** areas with long hair must wear hair nets. **Cutters** and **clerks** in **Meat Preparation Areas** must wear "hard hats" provided by the Company. **Deli** and **Bakery** personnel must wear head covers provided by the Company.

3. **Uniforms**—All Company furnished uniforms must be worn at all times when working and remain buttoned.

4. **Personal Dress**—In order to fully complement our garments and project our total chain image to our customers, the following personal dress must be adhered to:

- **Males**

  —Dress Shirt—A pastel colored dress shirt, preferably white, yellow, or blue should be worn. (No dark colors such as brown or black.) Solid colors are preferable; light prints or stripes are acceptable. Shirts must remain buttoned.

  —Tie—A tie to match shirt and company furnished garment should be worn at all times. Recommended colors are blues, blacks.

  —Slacks—Any dress slacks that match company furnished garment.

  —Shoes—Must be polished. For safety reasons, no sandals or sneakers may be worn.

  —Name Badge—Must be worn at all times.

- **Females**

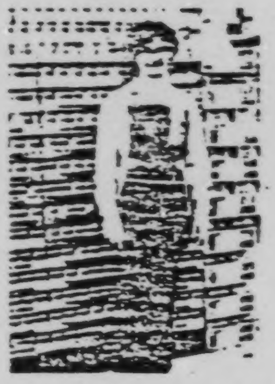
  —Top—With either company furnished smock or cobbler, a tailored blouse with a collar should be worn. Solid pastel colors are preferred: i.e., white, yellow or blue. Light prints or stripes are acceptable.

  —Slacks/Skirts—Any dress slacks or skirts that match company furnished garment.

  —Shoes—For safety reasons, no open-toed shoes, sneakers, sandals, clogs or similar type footwear may be worn.

  —Name Badge—Must be worn at all times.

For any questions you may have regarding information in this booklet, see your Supervisor, or contact your Human Resource Department.



Unit 8 - The New Worker

Lesson 1 - Getting Ready for Your First Day on the Job.

A. Introduce the lesson and unit with the following statement. "You have been offered a job and you decide to take it. Congratulations. Tomorrow will be your first day of work. Warning: there are still rough spots ahead. Succeeding at a job can be even harder than getting one!"

1. "What information might you need before you come to work? Remember our 6 friends from communication: who, what, when, where, why and how? They make up a complete information packet."

   a. "Who do you report to? Who is your boss?"
   b. "What do you have to bring with you?" (Lunch, I.D., tools, etc.)
   c. "When should you get to work?"
   d. "Where do you go?"
   e. "Why? You know why you are going to work, you want to earn some money. So do a good job!"
   f. "How should you dress?"

2. Continue with: "You may need to know some new words to help you understand the language of the work place. Let's take a look at some of these words and how they are used." Distribute the "Language at Work" handout, page 8-2-2 and 8-2-3.

   a. Have students complete Section I (A, B, and C)
   b. Discuss those words and the concepts and rules they represent.
   c. Go on to Section II. Have students complete it and then discuss those words.

B. "So you've got some advance instructions and you've learned some of the words of the workplace. You get up extra early, shower, eat breakfast and check your appearance, and you are off to your first day of work! What will you need to find out right away?"

1. "Your job description - what exactly do they expect of you?"

2. "What are the company's rules and policies?"

   a. "What are rules and policies?"
   b. "What are some examples of them?"
   c. "How do you find out about them?"

      1) "Some will be explained to you your very first day."

      2) "Some will be described in papers they give you."

         a) "Be sure to read all the papers you get when you report to work. Your supervisor, or the personnel department is there to help you read them if they are difficult."

         b) "It will look much worse for you if you do something the papers say not to do or you don't do something they say to do, than it will if you ask for help reading and understanding them. In fact, you might get fired. So ask, ask, ask."

3) "You will have to learn about other rules by asking your boss or co-workers, and by watching other workers."

d. "We'll discuss rules and policies further in a few minutes."

3. "You also need to find out about the people you work with and work for: your immediate supervisor, the manager or foreman, and the personnel staff." Briefly discuss these titles and the job of the people who fill these positions. The discussion should include:

a. "Your immediate supervisor is the person to whom you report each day. She/he gives you your instructions and checks your work. This is the important person for you to identify right away. Your immediate supervisor may change as you learn your job. You may begin by working under the supervision of a regular worker. Once you learn your job, you may report directly to the manager or foreman."

b. "The manager is the person responsible for the operation of a department, or maybe the entire business. There can be department managers, assistant managers and store managers. They are all managers, but you probably will only deal directly with one of them."

c. "The foreman is a lot like a department manager, but you'll usually only find foremen in a factory, not in a store, restaurant or office."

d. "The personnel staff may be the person that interviewed and hired you. The personnel department is responsible for hiring, firing, discrimination and other employee/employer concerns."

e. "In a small business, one person may fill all these positions. Ask questions and find out."

4. "Last, but not least, you'll need to find out about the facilities: where is the bathroom, water fountain, cafeteria, soda machine, etc. These often get overlooked. The boss knows where they are and forgets that you don't; and you are so nervous and trying to learn everything the boss tells you, you forget to ask, or maybe you are a little embarrassed. Try to remember to ask the boss to show you around before you start work. If that can't be done, wait until you are introduced to a co-worker or two, and ask one of them. Don't feel embarrassed, they were also once new workers."

C. "Let's take a closer look at rules and policies."

Note: If you use the audio tape (see #8 below) in this section, you can move quickly through numbers 1-7 as the tape reviews many of these points. If you do not use the tape, expand this section into a question and answer discussion rather than a lecture.

1. State: "The world of work has different rules from those at home, in school, or on the street. The basic ideas are similar, but there are important differences."

2. Ask: "Why are there rules? They are sometimes unpleasant to follow, so why do bosses make rules?"

   a. "They keep people safe."
   b. "They tell people how they should act at work and how to handle situations, so everyone knows what to expect from everyone else."
   c. "They help avoid or solve problems."
   d. "They help the managers run the company so the company makes a profit."
   e. "They help keep things equal among all workers."

3. Continue:"Work rules fall into several categories. There are rules about:

   a. "Equipment and tools - how to take care of them so they stay in good shape; how to use them so you don't get hurt."

   b. "Safety - what special clothes to wear, fire prevention and warning signs."

   c. "Time - be on time, leave on time (not early), take your breaks for the time allowed, and don't waste time."

   d. "Work habits - do your job carefully; do your job, don't goof off; no eating, drinking, or sleeping on the job; stay in your work area, don't wander around; dress neatly."

   e. "How you act - don't lose your temper, don't fight, don't lie, don't steal; discuss problems with your supervisor right away."

4. You may wish to distribute copies of rules and policies which are given to new workers. Samples from Mindon Corp. (Burger King) and Golub Corp. (Price Chopper - a large supermarket chain) are included with this lesson (see pages 8-1-4 through 8-1-7). Explain to students that booklets with this information are given to new workers at these and many other companies. The new worker is expected to read and understand these rules thoroughly. Have students read and discuss the handouts. You may wish to note that the corporation's official name, and the name the business is called are not always the same. Mindon Corp. is a franchise owner of some Burger King restaurants in New York; Burger King is the name of the national business. Golub corporation is the official name of the company that owns and operates Price Chopper stores. (This shows up in the Price Chopper material used as a handout in lesson 4. Golub corporation is mentioned on one page, Price Chopper on another.) After this discussion is completed, continue with:

5. "These rules may look like many rules you'll find in school or at home, but there is one big difference. You want to keep your job, but unlike school or home the boss will quickly replace you if you don't follow the rules. A note from your parents or school excusing you from being late or absent doesn't count at work. Your boss doesn't want to see a note; she/he wants you at work, on time, everyday. In the world of work you can get fired very quickly."

6. Add that: "There are some other changes from what you may be used to in rules and policies. These are:

   a. "If you are sick or can't come to work, you must call in advance to tell your boss. If you are stuck in bed or in the hospital, have someone else call. Be sure to call before you are scheduled to be at work!"

   b. "Your days off may not be Saturday and Sunday, and you may work nights and not days. Your shift may vary, Your boss, not you, is in charge."

   c. "Vacations aren't like school. You get a few holidays off each year, but no 3 month summer vacation, or Winter and Spring breaks. How much paid vacation does the new worker get? (Part-time usually has no paid-vacation, full-time has one week after a year of working.) You usually can't even get permission to take off time without pay! Your boss hired you to come to work everyday you are scheduled to work."

7. "The company can tell you how they want you to act on the job, but can they say anything about how you act after you leave work?" Have the class discuss this. Be sure to point out that although legally the company can't say anything about their after-work activities, they can create problems for themselves at work if they get in trouble on their time off. For example: if a worker is rowdy at night and a company customer sees him/her, s/he may tell the boss. That makes the company look bad and they may decide to drop the worker to fix their image. Tell students that when they enter the world of work, they have to watch their behavior more closely at all times.

8. Continue with: "There are other types of company rules. These are not made by the boss; they are made by the workers. They are called Customs, and while you won't be fired if you don't follow them, you may not make friends too quickly." Briefly discuss the difference between rules and customs. Ask students how they can learn about a company's customs (the boss may not know them). The answer is by watching other workers carefully and asking questions if they don't understand certain situations.

   a. "Now, let's listen to a tape about rules and customs." Play "Company Rules and Customs." (World of Work I tape #10).

   b. After the tape is completed, answer any questions students may have.

D. Questions and Answers.

E. (Optional) If students are very interested in discussing rules and policies, you may wish to have them divide into small groups and set up their own, legal, business. (Give them a few choices: a movie theater, a factory, a grocery store.) Have each group develop a set of policies, rules, and customs that will make sure that their company runs smoothly and efficiently. Have them explain why they made the decisions they made.

Unit 8

Lesson 2

Lesson Overview

Title: Expectations

Purpose: To help students identify their expectations of their supervisor, and their supervisor's expectations of them.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduction - Definition	3 minutes	
B. What do you expect from your boss?	10 minutes	
C. What do most employers expect from their workers?	5 minutes	
D. (Optional) In depth review of selected expectations	5-15 minutes	
E. Absenteeism and Lateness	5 minutes	Handout - "Absence and Lateness Rules" page 8-2-2
F. Employee Status and Boss' expectations	5 minutes	
G. How to learn what your boss expects of you	5 minutes	
H. Another set of expectations	15 minutes	Audio tape - "The First Few Days" (World of Work 1, tape 1)
I. Conclusion	5 minutes	
J. Questions and Answers	2 minutes	
K. (Optional) As boss, what would you expect?	5-15 minutes	Copies of the situation information for students.

Name ______________________________

ABSENCE AND LATENESS RULES

1) Stay home only when:
   - -- you are really sick, and it would hurt your health to go to work.
   - -- you are really sick, and it would hurt your co-workers (or others) if you went to work.
   - -- mentally or emotionally, you feel so bad that you would interfere with co-workers doing their work.
   - -- mentally or emotionally, you feel so bad that you wouldn't think about safety.
   - -- you MUST help in a family emergency.
2) Call the company right away. Tell them why you can't come to work. Be honest.
3) If you are out more than one day, call every day.
4) Save your sick time for when you are really sick.
5) Always leave for work a little early. It's better to be early than one minute late.
6) Take your breaks, but don't leave early for them or get back late from them.
7) If you have a special reason for being absent, like a court date, doctor appointment, wedding or funeral make plans with your boss as soon as you know about it.
8) Work isn't like school. A written excuse isn't what your supervisor wants. Your supervisor expects you to be at work!

Unit 8 - The New Worker

Lesson 2 - Expectations

A. Introduce the lesson as follows: "There is one other important area you need to be aware of before you go to work. That is, what do employers expect from their employees, and what do you as an employee expect from your employer? Most expectations are fairly standard among employers, so it is good to know these before you go to any job. However, all jobs are different, as are all supervisors, so you must check these out with your boss on your first day."

1. "What does the word 'expectations' mean? Do you all know what the word 'expects' means? When your boss expects you to do something, s/he is looking for you to behave in a certain way. 'Expectations' is a short way of saying 'what someone expects'."

2. "Expectations consist of two basic parts: your behavior (what you do), and your attitude (how you feel about what you do). Your boss expects certain behaviors and attitudes from you, and you expect certain behaviors and attitudes from him/her. Let's take a look at these."

B. Ask the students: "What do you expect from your boss?" Brainstorm a list and write it on a flip chart.

Note: Don't critique their comments during the brainstorm. It's important to list all of their expectations, whether or not they are realistic.

1. Encourage them to list all of their expectations. Prompt them with questions such as:

   - "What else do you expect your boss to give you?"
   - "How else do you expect your boss to act (treat you)?"
   - "What attitudes do you expect your boss to have?"

2. The list should include:

   - To be paid
   - Safe working conditions
   - Training necessary for me to do my job
   - To be told rules and policies
   - A clear job description
   - Feedback on how I am doing
   - Respect
   - Honesty
   - To be disciplined if I break the rules
   - Fringe benefits
   - To be introduced to co-workers
   - Fairness
   - Willingness to answer questions
   - Lunch and coffee breaks (for full-time workers)

3. Their list may also include nice, but unrealistic expectations:

   - Friendship
   - Giving me a break when I break the rules
   - Giving me a ride to work
   - Giving me large raises
   - Long vacations

- Patience
- Let me dress as I want
- Not hassling me if I'm late
- Let me change my hours when I need to
- To be understanding, especially of my personal problems

4. After you get a complete list, tell the students that the class is now to go over the list and decide which expectations are realistic for most bosses, some bosses, or very few bosses (unrealistic). You may wish to mark them with an M, S, or U, and/or cross out unrealistic ones. You should note the evaluation of each expectation in some visible way.

   a. Your input in this evaluation process is important. Many youths do not have a realistic picture of the work environment and so may not have realistic expectations, e.g.:

      - "The boss will be my friend."
      - "The boss will give me a break."
      - "The boss will take as much time to teach me as I need."

   b. You may wish to comment that: "It would be nice if the boss did these things. Perhaps they should do these things, however many bosses will not agree to meet these expectations and so, these are unrealistic." Encourage class discussion during the evaluation process, but this is not a democratic process. The majority doesn't rule, reality does. You, the instructor, set the reality standard in this.

5. Ask the class: "How can you find out which of these expectations your boss agrees with?" Discussion should include:

   a. "Watching your boss interact with other workers and see how she/he treats them."

   b. "Ask other workers what the boss and the company are like."

   c. "Read company policies and guidelines. Listen to what your boss tells you on your first day (or even in the interview) about how the company treats its workers."

   d. "Don't ask your boss if she/he agrees with your expectations. At least, not for the first week or so. She/he doesn't want to hear about what you expect from him/her until after you have proven yourself."

6. Conclude this section by saying: "One key to all this is that your boss will meet your realistic expectations, only as long as you are meeting his/her expectations. (You get your paycheck only as long as you are doing a good job.) Let's take a look at what the employer's expectations are."

C. Ask the students: "What do you think most employers expect from their workers?

1. Again, encourage brainstorming and list all answers without critiquing.

2. The list should include:

   - Doing your job correctly
   - Following the rules
   - No insubordination
   - Willing to learn
   - Being on time
   - Show respect
   - Be neat and clean
   - No fighting or flirting with the boss, or co-workers or customers
   - Don't criticize the company
   - Be loyal to the company
   - Have a positive attitude
   - Improve where you need to
   - Cooperation
   - Honesty
   - Taking initiative
   - Following directions
   - Be responsible
   - Be dependable
   - No drugs on the job
   - Come to work sober
   - Don't bug the boss
   - Ask questions when you are confused
   - Accept criticism
   - Regular attendance

3. Ask the students to evaluate this list as they did with the previous one. Also, discuss which of these may be difficult to attain, which they feel are unreasonable, and why a boss may expect these behaviors and attitudes from them.

4. Point out: "Most of an employer's expectations fall under the categories of good work habits,and company rules and policies. Some may be customs (practices that have developed without ever being official company rules). These are just as important to learn and to follow. These may include checking in with your boss each morning, or filling out forms in a certain way your boss prefers. Although these may not be company rules, they are your boss' customs and you should do them (unless you think they are unreasonable or unfair)."

5. Explain to them that they must meet most of their supervisor's expectations for them to keep their job. To get a promotion they must exceed the minimum expectations, and do well on all of them.

D. (Optional) If the students are unclear about or disagree with one or two important points, you may wish to develop a discussion for these particular points along the lines of the two examples below.

1. Following Directions. You can present the following situations and questions to demonstrate the importance of following directions, orders, or instructions.

   a. "Your father says: 'Don't stay out too late after the game. If you are not home by 11 pm, you cannot go out again for two weeks.' Why should you listen to him?

   b. "Your teacher says: 'All papers must be turned in to me by Monday morning. You will lose one full grade for each day your paper is late.' Why should you listen?"

   c. "Your boss says: 'Carry this box to the ABC Company. Give it to Mr. Zapp. He is waiting for it.'

Why should you listen to your boss?"

d. "Does something bad always happen if you don't follow instructions?"

(Suggested answer: "Not necessarily, but it is fairly likely. Occasionally, you may think that there is a better way to do something; you may be right, but in most cases, when specifically asked to do something in a certain way, you should follow these directions, or ask the person if your approach is acceptable."

e. "What should you do if you don't understand someone's instructions?"

(Suggested answer) "Clearly understanding the instructions is important in getting a job done properly. Both the sender of instructions and the receiver should not hesitate to discuss instructions, especially if the task involves something where errors could cost a lot of time or money."

2. Regular attendance.

a. Have the students take the role of the supervisor. Ask them why, as a boss, would it be important to them to have their workers come to work as scheduled?

b. If they can't answer that, prompt them with questions such as:

- "Are there more employees at work than are needed to do the job?" (No. If there were extra employees, they would be laid off.)

- "If one employee is absent, can another do his own and the absent worker's jobs?" (No. Everyone has enough work to keep them busy all day.)

- "Is everyone's job important to the company?" (Yes. Or they would be laid off.)

c. The obvious conclusion you are building towards is that if someone is absent the company loses the benefit of their work and the company suffers. Since the boss is responsible to the company for seeing that all the required work is done, the boss has to make sure his/her workers are at work nearly every day.

d. After explaining the above conclusion, repeat the initial question or disagreement: "Why does your boss expect you to come to work regularly, or "Why is it reasonable for your boss to expect and enforce regular attendance?"

E. Since absenteeism and lateness are two of the major reasons why workers are fired, you may wish to review the following points.

Note: These are outlined on the"Absence and Lateness Rules" handout, page 8-2-2. You may wish to distribute this now and build the discussion around it, or discuss the information first and then distribute the handout as a review.

1. "Stay home under the following conditions: when you are honestly sick and feel it would hurt your health or that of others if you reported to work; when your mental or emotional condition is such that you know that you could not contribute to the productivity of the department and might endanger the safety of others; and when you have a family emergency and are urgently needed at home."

2. "Notify the company at once of your decision to stay home. Tell them in a honest and straightforward way why you can't make it."

3. "If you stay home for more than a single day because of illness, it is wise to give the personnel office or your supervisor a daily report on your condition. Also, estimate when you will be able to return."

4. "Save your authorized sick-leave time for real emergencies. Your employer will expect you to get to work on time, leave on time, and be on time after breaks and lunch."

5. "Always give yourself a little lead time when getting ready to report to work. It is better to be early than one minute late."

6. "Take your allotted breaks, but don't be absent from your work station longer than the specified time. When emergencies do come up and you must forego or delay a scheduled break, don't feel as if you have been cheated or that you need an extra long break to make up for it."

7. "When you have special reasons for being absent from work, such as doctor appointments, family weddings, funerals or court appearances, work it out as far in advance as possible with your supervisor and the personnel department."

8. "Work isn't like school. Your boss expects you to be there everyday, especially when you are new. Try to schedule any appointments or family business for after work hours. Try to plan for emergencies so you won't have to miss work. (If your car breaks down, know which bus to catch. If your child or little brother gets sick, have someone else lined up to take care of them.) Don't miss work!"

F. Continue the lesson with: "Your boss will hold you accountable to all his/her expectations no matter what your status as a worker:

1) Whether you are new to the company, or have seniority.

2) Whether you are part-time, full-time, temporary, or permanent.

3) Whether you have a great record or one filled with problems.

F. However, she/he may treat you differently, depending on your status, if you violate his/her expectations."

1. "As a new worker on probation you may get one warning or no warnings before you are fired. You are new, you are on trial, and you can be fired for even minor violations or mistakes. That's what the term probation means. A worker with seniority is valuable to the company, they know their job well and are worth keeping. Your boss will probably talk with you and give you a few warnings. If you don't come around, you will eventually be fired."

2. "A part-time or temporary worker is often more easily replaced than a full-time, permanent employee. A boss may be a little more patient with a full-time, permanent employee than with a part-time or temporary worker. No matter what, if you don't meet your boss' expectations fairly soon after your boss talks to you, you'll be out the door."

3. "If you have had a good record with the company, your boss will be more willing to accept your excuse if you goof up, but don't let it happen again! If you've had a bad record, this goof may be your last. You probably won't get away with a warning, no matter what your excuse. Remember a job is different from other places. The company is there to make money. If you don't help them with that, they can always find someone else. On the other hand, if you do help them, they may give you a raise."

G. Ask students: "As a new worker, how can you find out what your employer expects from you?" Be sure these points are covered:

1. "Ask your boss. She/he doesn't expect you to magically know what is expected of you. You will be told some of these expectations, but ask about others."

2. "Listen to your boss carefully. She/he won't want to repeat these things."

3. "Ask other workers what the supervisor and the company expect from the workers. Be sure their answers apply to you. Not all workers have the same rules to follow."

4. "Watch how your supervisor treats you and other workers. See what she/he expects."

5. "Read the company's employee policy statements carefully. Many expectations are outlined there."

6. "Read signs or posters talking about work behavior and attitudes. If the company posted them, they expect these things from their workers."

H. Add the following: "There's another set of expectations many new workers have. They expect to start in right away at their job, especially if they have done a similar job before or have been trained in this job. Sometimes your boss may have other plans for you. Let's listen to a tape about Malcom. He has just gotten a new job as a welder.

1. Play the tape, "The First Few Days" (World of Work 1, tape 1).

2. Stop and discuss each question. Encourage the students to share any similar experience they have had. Ask them to put themselves in Malcom's shoes and then, in the employer's shoes. Ask them about how the older workers treat Malcom. (This is discussed further in the following lesson with the filmstrip "Hazing".)

3. Expectations about mistakes are also discussed. The boss expects a new worker to make mistakes, but the mistakes shouldn't be repeated.

I. Conclude the lesson with: "Some of your supervisor's expectations of you will be spelled out in the rules and policy statement. Your boss will just assume that you know about other ones (such as being polite and cooperative). She/he may tell you some orally on your first day, e.g. "I expect all my workers to let me know right away when they have a problem or questions." It is your job to make sure you find out everything that is expected of you. It is also your job to find out which of your expectations of your boss, she/he agrees with."

J. "Does anyone have any questions regarding what typical and reasonable expectations are?"

K. (Optional) If you feel students need more review on employer expectations, or you want to take a break from lecturing, you may wish to discuss one or more of the following situations. They can be used to explore students' attitudes towards various employer expectations (and on-the-job attitudes in general). The techniques of putting a youth in the supervisor's shoes is often very effective. You may wish to copy these situations and distribute them to the students and have them role play, or you can read each situation and have students role play or discuss.

1. Punctuality (being on time):

   a. "Information: In order for a business to make a profit, it must turn out a given amount of work per week. That means each worker must do a fair share of work each day, hour and minute. He must report to the job each day when the boss tells him to and take only the amount of time for breaks and lunch that the boss specifies."

   b. "Situation: You own a drug store. Your two employees work from 9:00 a.m. to 5:00 p.m. They are allowed 30 minutes for lunch and two ten minute breaks (one in the morning, one in the afternoon). One of your workers, Tom, has a habit of coming to work at 9:15 a.m. and takes about ten minutes longer on each of his breaks. That is, he takes two twenty minute breaks a day, in addition to being 15 minutes late for work each morning.

b. The extra time he's taking adds up to about 3 hours away from his post in the store each week. The result is that the new stock isn't getting out onto the shelves, and customers are getting angry because they can't find what they need. They're also complaining that they have to wait around for someone to help them. You're also being ripped off, because there are no employees to watch your stock."

c. "Problem: You are the boss. What would you do with a worker like Tom? Is it important to be on time at work? Why?"

d. If the students fail to generate appropriate solutions, you can suggest the following measures:

   1) "Fire Tom -- replace Tom with someone who is punctual."

   2) "Keep Tom overtime without pay to make up the time he missed."

   3) "Dock Tom for minutes not worked."

   4) "Talk with Tom and give him another chance. Fire him if he continues to follow the same pattern."

2. Following Directions:

a. "Information: New employees operate under a lot of pressure, Remembering what to do, how to do it, and doing everything right, can be pretty tough."

b. "Situation: Sue is a waitress in your restaurant. She sets the tables, takes orders, serves the food, cleans up when people leave, and resets the table for the next customers.

There are certain ways she is to do these things. When she sets the table she should be sure the silverware is clean and that there are the right number of pieces. Napkins, salt, pepper, and a clean ashtray should be on the table. When the customers sit down, she should bring them menus and a glass of water right away.

She found it hard to keep up with this when things got real busy, and took shortcuts. She didn't clean the ashtrays and only brought water when people asked for some. She didn't check the silverware carefully, and sometimes put dirty pieces on the table."

"Problem: Customers are starting to complain and you are afraid your business may get a bad reputation. What should you do with Sue?"

3. Taking Criticism Well:

a. "Information: Criticism is not a personal attack, but is given to help people learn to do a better job. The receiver of the criticism often feels attacked and sometimes snaps back."

b. "Situation: Bob is a new attendant at your busy self-serve gas station. It takes three workers moving fast to keep the oper-

b. ation running smoothly.

Bob is slower than the other two workers and when things get backed up, they shout advice over to him encouraging him to speed up. Bob gets mad and yells back to them to mind their own business. He thinks they are hassling him because he is new."

c. "Problem: Your other workers are getting tired of Bob's anger and your customers are tired of all the yelling. What would you tell Bob? What would you tell the other workers?"

d. "Suggested solution: Instead of yelling back, Bob should ask for tips on improving his work when things aren't so busy. The other two workers should lay off Bob when it's real busy. If Bob doesnot straighten up and calm down, you'll have to fire him."

4. You can develop other situations to illustrate the various expectations employers have of workers.

Unit 8

Lesson 3

Lesson Overview

Title: Dealing with Co-Workers

Purpose: To introduce students to the need for getting along with their co-workers. To discuss potential problems and solutions.

Equipment: Filmstrip projector with audio tape player.

Activities	Time	Resources/Materials
A. What problems might a new, young worker have with co-workers?	5 minutes	
B. Hazing-filmstrip	10-15 minutes	Filmstrip and audio tape "Hazing" ("Trouble at Work series filmstrip #1)
C. Your co-workers' expectations	10 minutes	
D. Dealing with tension and getting feedback	8 minutes	
E. Fitting in well	5 minutes	
F. Questions and Answers	2 minutes	
G. Optional exercise	15-20 minutes	Audio tape "My Man, My Creep" (World of Work 1, tape 3) or "Too Much Talk" (World of Work 1, tape 4)
H. Optional exercise	5-10 minutes	
I. Optional exercise	5-15 minutes	Copies of the situations to hand-out.
Note: This lesson will run short of 45 mins. unless you use one of the optional exercises.		

Unit 8 - The New Worker

Lesson 3 - Dealing with Co-workers

A. Introduce the lesson with: "There are many things you need to know about when you start a job. Another piece of important information is that the first few weeks or months will be the hardest. New workers, especially young people, face a certain kind of problem with their co-workers that older, more experienced workers don't." (If you played the tape "The First Few Days" yesterday, refer to it in the following discussion.) Ask the students:

1. "What kind of problem might a new, young worker have with co-workers?
2. Why?
3. What can you do about it?"

Note: This is covered in more depth in Unit 9 Lesson 5.

B. "One common type of problem is called 'hazing'. It's a form of testing or type of initiation into a company. You are new and the other workers want to see what you're like. It's also a way of making you 'pay your dues' or earn the right to work with them. You sometimes have to go through it to be accepted."

1. State that: "I'm going to show you a filmstrip about hazing. While you watch it, think about how you might handle the hard times the young worker is going through."
2. After the film strip is over, encourage a discussion. Ask: "Does this really happen; does the new guy get the coffee?" Ask them if they think new workers get called 'rookie' or 'new guy'. Ask them how they would handle it. You may suggest that the best way is to ride it out for awhile; they pay their dues and then they'll be accepted. Tell them that the pressure usually lets up in a couple of weeks.
3. Ask the students what they think bosses think of hazing. (It's a custom and they probably won't interfere as long as it does not upset the new worker. If it does, the boss will help calm things down.)
4. Summarize with a reminder of problem solving styles: assertive, passive, and aggressive. Ask what might be the results when a new worker uses each style in a 'hazing' situation. Also, point out resources available to the new worker: the supervisor, personnel department, a friendly co-worker, or the union representative. Be sure to emphasize that not all workers go through hazing. It depends on who co-workers are and what they are like.
5. (Optional) Discuss possible situations, and have students role-play.

C. Continue with: "We've discussed employer and employee expectations, what about co-workers? What do your co-workers expect from you, a new worker?"

1. Brainstorm a list. (If students are bored with brainstorming and writing a lot on the board, conduct this as a class discussion and jot down comments you may wish to expand on.)

2. Then ask: "How will co-workers let you know their expectations?" Discuss briefly:

   a. Non-verbal cues: "A frown lets you know they did something they didn't like, a smile says you're doing okay."

   b. Worker's customs: "Watch what they expect from each other."

   c. Off-hand comments: "A co-worker will rarely sit a new worker down and orient them, but they may make a quick comment on how most people here do such and so."

3. Ask students: "Why are these co-workers concerned about you and your behavior?" Tell the students to try to think about this from the co-workers perspective. The discussion should include:

   a. "In many cases their job performance is tied into yours."

   b. "If you do well, it makes their job easier; if you make mistakes, they may have to correct them."

   c. "They have developed a routine and customs that make them comfortable. They don't want you to change things."

D. "You'll probably be nervous, make mistakes, and ask dumb questions. Everyone does when they are tense and trying to be accepted."

1. Ask students how they can deal with tension on the job.

   a. "Get enough rest and eat well so you are alert."
   b. "Find a friend at work so you can joke a little."
   c. "Take a walk on your break."
   d. "Have fun after work."
   e. "Find out how you are doing. Good feedback may help you calm down."

2. "How can you get feedback?"

   a. "Ask your boss! You'd be surprised how few people do that and how willing supervisors are to give feedback. That's part of their job. Don't ask them three times a day, or even every day, but a couple of times the first week and once a week for awhile is fine. It opens communication with your supervisor and s/he can let you know when you start to develop bad habits, rather than waiting until these become a problem. They'll also say something good and that will help you calm down."

b. "Ask a friendly co-worker. Eat lunch or take a break with co-workers you like. Find one you can trust, and ask him/her for feedback."

c. "Knowing how you are doing, good or bad, is always better than not knowing."

E. "To do well on your job and get along with everyone, you have got to think before you speak or act. Did you ever notice how some people can fit into a new situation and do real well? It's not magic. They get to know the people and learn the rules and customs. Then they follow these rules. To find out about your new work setting, ask questions and watch your co-workers."

1. "Ask your co-workers for tips on how to do your job better, and ask them questions you may have about the company or the boss. Your co-workers are not your boss, so think about what they tell you. If it makes sense, but goes against what your boss told you, listen to your boss."

2. "Ask your boss questions, especially if you are getting confusing messages. Not asking questions and making even one mistake looks dumber than asking ten questions a day and not making mistakes."

3. "Watch your boss and your co-workers. See how they interact with each other. Try to pick up customs and personalities. Is someone a loner; if so, give them the space they want. Does everyone avoid a certain person? There may be a good reason, if she/he is a troublemaker or talker. How do people treat each other; are they friendly or formal, cooperative or competitive? As a new worker, find out how most people act and go with the flow. Later on, you can set your own style."

4. "Try to see how long-time workers view things. You've got to understand them and learn their system; you are new, they're not. Be careful if they want to break the rules; they've been around awhile and if they get caught they may get a warning; you're new, you may get fired."

F. Questions and Answers.

G. (Optional) As a review, you may want to play "My Man, My Creep" (World of Work 1, tape 3) or "Too Much Talk" (World of Work 1, tape 4). These tapes cover the common problematic situations which new workers may encounter. The first deals with co-workers who don't like the company or the supervisor and try to pass their negative attitudes on to the new worker. The second discusses how to handle a co-worker who talks too much and gets a new worker into trouble by keeping her from her work.

1. Play the tape.

2. Discuss the situations on the tape.

3. Tie them in to the discussion in Lesson 2 Section F, as well as into the points discussed in this lesson.

H. (Optional) Have students imagine that they are an older worker and have them discuss or role-play:

1. Would they give a new worker a hard time (hazing)? Why?

2. What serious advice would they give to a new worker?

I. (Optional) Have students read the situations which follow, or read them to the students. Have them role-play and/or discuss each one. They or you can add additional situations based upon co-workers expectations.

1. A bad work schedule:

   a. "Information: You work in a hospital as an aid. The hospital is open 7 days a week, 24 hours a day. Mary is a new worker and she got stuck with a lousy schedule: Friday and Saturdays from 5 to midnight."

   b. "Situation: Mary's best friend is planning a big party for Saturday night. Mary had already requested two Saturday nights off last month and you had to cover them. Now she's going to ask for another night off and if she doesn't get it she'll call in sick. In either case, the supervisor will call you to cover the shift and you have already made plans."

   c. "Problem: What will you tell Mary. How will you act towards her if she takes Saturday night off? How will you act toward her if she decides to work Saturday night?"

2. "Taking Criticism Well (This situation was also presented in the previous lesson.):

   a. "Information: You work in a busy gas station. Bob is a new worker and he works slow. This makes you work harder; so you decide to talk to Bob."

   b. "Situation: When you try to give Bob some suggestions on how to work faster, he tells you you're not his boss, and to lay off."

   c. "Problem: Bob is still working slow and you have to work harder or look bad to the boss. How do you feel about Bob? What will you do?"

3. The New Guy Talks Too Much:

   a. "Information: You work in a bank. Fred has just started and you are supposed to show him his job."

   b. "Situation: Fred is more interested in talking about sports, partying, and what a grouch the manager is. He is not learn-

b. ing his job and he's distracting you from your work. Fred is trying to be cool."

c. "Problem: You are not going to look good if this keeps up. How do you feel about Fred? What will you do?"

4. You can make up additional situations from the list of co-workers' expectations (Section C).

Unit 8

Lesson 4

Lesson Overview

Title: A Closer Look at Benefits

Purpose: To be sure students understand the benefits commonly offered by employers. To introduce the concept of deductions and that workers pay for many of these benefits.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Introduce lesson	2 minutes	
B. Brainstorm benefits	5 minutes	
C. Discuss benefits	5 minutes	
D. Vocabulary handout	8 minutes	Handout "Words About Benefits" page 8-4-2
E. Company benfit policies	8 minutes	Handout - "Employees' Handbook" Excerpts, pages 8-4-3 and 8-4-4
F. Tape on paycheck and deductions	15 minutes	Audio tape-"Money, Money, Money" (World of Work series 1, tape 9)
G. Wrap-Up	1 minute	
H. Questions and Answers	1 minute	

Name ______________________

WORDS ABOUT BENEFITS

Directions: Your employer told you that the company offered the following benefits. What do each of them mean? Write the answer in the space next to each one.

1. Ten Paid Sick Days Per Year: ______________________
2. Two Weeks Paid Vacation After One Year: ______________________
3. Disability Coverage: ______________________
4. A Pension Plan: ______________________
5. Health Insurance: ______________________
6. Hospitalization Insurance: ______________________
7. Major Medical Insurance: ______________________
8. Retirement Benefits: ______________________
9. Dental Insurance: ______________________
10. Fully-Paid Dental Insurance: ______________________
11. Two days Annual Personal Leave: ______________________
12. Eight Paid Holidays: ______________________
13. Profit-Sharing: ______________________
14. Travel Allowance: ______________________

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Taken from "Employees' Handbook"
Price Chopper Supermarkets (The Golub Corporation)

Page 1

EMPLOYEE BENEFITS

VACATIONS

The length of your vacation will be determined by the amount of continuous service you have with the Company.

FULL TIME

1 year service • 1 week vacation
2 years service • 2 weeks vacation
8 years service • 3 weeks vacation
15 years service • 4 weeks vacation

PART TIME

(vacation figured on average weekly hours worked)
1 year service • 1 week vacation
5 years service • 2 weeks vacation

Vacations must be taken prior to December 31st. Vacations are not cumulative.

PERSONAL DAYS and SICK TIME varies within Company areas. Check with your Supervisor.

HOLIDAYS (For Full Time)

The following basic paid holidays are observed by the Company. To be eligible, you must be employed thirty days.

New Year's Day
Memorial Day
Independence Day
Labor Day
Thanksgiving
Christmas
Birthday

(There are certain areas of the Company which have a different schedule.)

HEALTH COVERAGE

A. **Golub Corporation Group Health Insurance Plan**

WHAT— The company provides HOSPITALIZATION, SURGICAL, MAJOR MEDICAL, DENTAL and VISION coverage for employees and their dependents.

COST— The company pays the biggest portion of the cost. Your share (single or family coverage) will be deducted each week from your paycheck. Check amount with your Supervisor.

WHEN—FULL TIME:

You are eligible for the Medical Plan 90 days from your employment date, and you then have 31 days in which to sign up. If you elect to take the plan after your eligibility date, you must submit satisfactory evidence of insurability.

PART TIME:

You are eligible for the Medical Plan 120 days from your employment date, and you then have 31 days in which to sign up. If you elect to take the plan after your eligibility date, you must submit satisfactory evidence of insurability.

The Human Resource Department will contact you when you become eligible for the Plan. At that time, a booklet will be sent to you explaining, in detail, the coverage to which you are entitled.

B. **We offer Health Maintenance Organizations (CHP in the Capital District and PHP in Syracuse) as an alternative to our Group Health Insurance Plan.**

Page 2

LIFE INSURANCE

WHAT— The Company provides a Life Insurance Policy to each employee.

COST— There is no cost to you.

HOW MUCH— The amount of the life insurance policy is based upon your weekly earnings. Ask your Supervisor how much you have.

WHEN— You will automatically receive this benefit 90 days after your employment date. At that time you must designate a Beneficiary.

DISABILITY BENEFITS
(All Employees Except TS 5)

WHAT— The company provides the benefits on a self-insured basis under the NY State Disability Benefit Plan.

COST— The company is self insured and you pay only the amount allowed by state law. This appears as a 30¢ deduction on your paycheck.

HOW MUCH— You are paid a weekly benefit up to 50% of your weekly salary for time lost because of non-work related accidents or illnesses, up to 26 weeks.

CONDITIONS

A. You must have been employed for four consecutive weeks.

B. Benefits are paid for sickness or accidents that occur outside of work. Benefits are payable for a maximum period of 26 weeks in any consecutive 52 week time period.

C. You must be ill for a period of at least four consecutive days.

D. You must present a doctor's statement verifying nature of illness.

E. After qualification has been established, coverage will start from day one (1).

NOTE: Accidents occurring under Workers' Compensation are not covered under this plan.

WORKERS' COMPENSATION

Work related accidents are covered through State approved Workers' Compensation. Should you have a work related accident, you must report this immediately to your Supervisor so that the necessary forms may be processed. This is to ensure that you do not risk losing this benefit.

JURY DUTY

If you receive a subpoena for jury duty, you will receive the difference between your regular wages and the sum received for such services. The Company does not ask that you work any day that the jury is in session and you are participating.

BEREAVEMENT PAY

You are eligible for 3 scheduled days' time off, with pay, for deaths in your immediate family. Members of immediate family include: mother, father, spouse, brother, sister, child, mother-in-law, father-in-law, and grandmother, grandfather if residing with you.

EMPLOYEE BENEFITS

EMPLOYEE BENEFITS (Continued)

THE VIEW

The Price Chopper VIEW is the Corporate publication, mailed to each employee's home. It is published regularly and contains chain information as well as news from individual units. We encourage you to contribute your ideas, suggestions, questions and unit news.

EDUCATION AID

A. The Company offers 75% rebate on any approved college course given at an accredited school.

WHO—Any employee with two years' full-time credited service.

HOW—Discuss your plans with your Supervisor and then call the Human Resource Office for details.

B. CORNELL HOME STUDY
(Full Time & Part Time)

The Cornell Home Study Program is especially designed for people working in the supermarket industry. It is presented by Cornell University which provides you the materials to work at home at your own speed.

If you are interested in enrolling, or should you desire more information, please call the Human Resource Department, or speak to your Supervisor.

RETIREMENT BENEFIT

The Company has an established Pension Plan at NO COST to you.

WHO—Any employee who has completed one full year of ELIGIBLE service (minimum of 1000 hours) and is over twenty-five years of age and under sixty.

For details, ask to see our Pension Plan Booklet.

ESBP

YOU CAN BE A STOCK HOLDER!

This **Employee Stock Bonus Plan** is a deferred compensation plan that provides retirement income for participants and their beneficiaries mainly in the form of Company Stock. The Plan establishes a trust whose assets, all of which are contributed by The Golub Corporation, will be invested primarily in Company stock. The assets held in trust are for the exclusive benefit of participants and their beneficiaries.

ELIGIBILITY REQUIREMENTS:

WHO—Full and Part Time employees who are at least 25 years old and have worked 1,000 hours or more in the prior calendar year.

LONGEVITY PROGRAM

At retirement, an employee whose service with the Company exceeds 30 years, shall qualify for receiving $1,000 for EACH SUCCESSIVE YEAR worked beyond 30 years of full-time service. This gift will be awarded over a five year period.

Unit 8 - The New Worker

Lesson 4 - A Closer Look at Your Paycheck and Benefits

Note: Some of this information is covered in Unit 7, Lesson 4. If you covered it completely, review Sections A, B, and C quickly.

A. Begin the lesson with: "You may remember when we talked about deciding to take a job that was offered, we mentioned benefits. Let's take some time and review benefits which may be offered, and what these benefits are. Remember a part-time or temporary worker gets very few, or no benefits. An unskilled worker, even if full-time and permanent does not always get benefits. It may take you a few years to get a job with good benefits, but you should know about them."

B. Have learners suggest benefits and list them on a flip chart. The list should include the following plus any others which seem appropriate:

1. Tips.
2. Uniform and tool allowances.
3. Paid holidays.
4. Paid vacations.
5. Paid training or school tuition reimbursement.
6. Life Insurance/Death Benefits.
7. Retirement pensions (Old-age pensions that supplement Social Security. You may wish to review Social Security benefits.)
8. Paid sick leave.
9. Free or reduced meal rates.
10. Discounts on company products (eg.,G.E. employees get discounts on G.E. goods, airline and railroad employees get reduced rate transportation, stores often offer employee discounts, N.Y. Telephone offers reduced phone rate service to employees, etc.)
11. Personal time. Some companies and government agencies permit an employee a number of days off with pay to be used however she/he wants.
12. Company cars, sometimes free gas.
13. Access to company owned properties such as swimming pools or summer resort camps. (eg., State University of New York at Albany has a camp in the Adirondacks and a pool that students and staff can use.)

14. Cut rate vacations and/or travel and/or entertainment. Sometimes companies buy large blocks of tickets to sporting or other events and offer them at reduced rates to employees. The same sort of thing sometimes happens with vacation packages or charter travel arrangements. (eg., G.E. offers this benefit), and sometimes the unions do the same, (eg., CSEA has travel programs).

15. Free eye and hearing exams, free annual checkups. Health facilities especially offer free annual checkups to employees. Some companies have a nurse or doctor on duty or available.

16. Free counseling. Some companies offer this service to their employees.

17. Medical/Dental/Disability Insurance. This is one of the most important kinds of insurance available to the modern worker: Along with major advances in health care, you might say that medical insurance is one of the things that has contributed to longer lifespans in our time. The company usually pays most or all of the policy. The employee usually pays only a little of the cost, if she/he pays any of it at all. If your company doesn't offer medical insurance, it's a good idea to take it out on your own through a company like Blus Cross-Blue Shield or Metropolitan Insurance Company. Medical care is unbelievably expensive. Don't depend on welfare to pay for your medical care. It doesn't cover everything by a long-shot.

18. Dues for unions, professional or other associations may be paid.

19. Free parking space may be available (in a city like New York this is important).

20. Profit sharing, stock options, performance bonuses, or holiday (Christmas) bonuses.

C. After listing these,or while listing them, you should describe what they are, and discuss how these benefits impact on the worker. Explain: "Many benefits are like a pay raise, because they save the worker money, e.g. a paid holiday saves you from losing a day's pay when your company is closed for a holiday; and paid health insurance saves you the cost of the premium (define premium) each month. Some benefits mean a cut in your take home pay, because you have to pay for those benefits. These benefits are usually worth the cost and end up saving you money, as we'll hear on a tape I'm going to play for you."

D. Continue: "Before I do that, let's review some important words about benefits. Your boss will expect you to know what these mean, and may not explain them to you." Distribute the handout, "Words About Benefits".

1. Read the directions to the students.

2. Have them complete it as a class discussion or have them each

complete it individually and then discuss.

Note: If you wish, you can move this handout to Section A to help introduce the lesson or to the end, as a wrap-up exercise for the lesson. It seems to fit best in the middle.

E. Company benefit policies

1. Distribute the sample company benefit policy, page 8-4-3 and 8-4-4. Have students review this and discuss. Explain that this is part of a handbook given to all new employees (they saw another part of it in lesson 1 of this unit). State that much of this information is technical and can be confusing, so they should feel free to ask questions.

2. After the discussion is completed, summarize with: "Before I play the tape about benefits and paychecks, does anyone have any questions about benefits?" Be sure to tell students:

   a. "Not all companies offer the same benefits."

   b. "All workers in a company may not get the same benefits. Workers with senority, a higher level job, or special training often get more benefits than other workers. Part-time workers often get less than full-time workers. So before you get mad, ask questions."

   c. "Benefits are also called 'fringe benefits' or sometimes, just 'fringes'."

F. Introduce the tape Money, Money, Money (World of Work Serie 1 tape #9) with: "Now I'm going to play a tape which discusses the impact of benefits and taxes on your paycheck."

1. "It's payday and Arnie wakes up early. Today's a great day to go to work, he's going to get his first paycheck. He comes in to work and looks around - no paychecks yet. He begins his job and watches all day. Finally around 3:00 someone comes around with the pay. Arnie was told he would get $95.00 a week. His paycheck only reads $71.00 ($24.00 short). Did he get cheated? Let's listen to the tape." (If you don't have this tape, go on to the next lesson and have students talk about the various deductions.)

2. Play the tape and then discuss it. These questions may help prompt a discussion; ask the students:

   a. "How would you feel if you were the one losing pay because of these deductions?"

   b. "Can deductions be avoided?"

   c. "Was it fair that Arnie got more money taken out of his check than his friend did?"

d. "Will your paycheck be the same every week if you always work the same hours?"

e. "Do the medical benefits sound like a good deal, even though they cost money?"

G. Conclude with: "Tomorrow we're going to take a closer look at your paycheck and what all those deductions are."

H. Questions and Answers.

Unit 8

Lesson 5

Lesson Overview

Title: A Closer Look at Your Paycheck and Payroll Paperwork

Purpose: To understand paychecks and deductions. To teach students how to read a paycheck stub, figure out overtime, understand taxes, and become aware of additional paperwork.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduce and discuss deductions (optional arithmetic of paycheck stubs)	15 minutes (10-15 minutes)	Handout "Paycheck Stubs" page 8-5-2 (Handout "Computer Goofs" page 8-5-3)
B. Overtime	5-15 minutes	
C. Questions and Answers	2 minutes	
D. Pay periods	5 minutes	
E. Vocabulary review	10 minutes	Handout "Words About Pay," page 8-5-4, and "Pay Procedures Sample, page 8-5-5
F. Where do taxes and Social Security deductions go?	5 minutes	
G. Paperwork for the new worker	5-15 minutes	Handout W-4 form, page 8-5-6 through 8-5-9
H. Questions and Answers	2 minutes	
I. (Optional) Completing an Income Tax form.	15-25 minutes	

SAMPLE PAYCHECK STUBS **BEST COPY AVAILABLE**

PAY PERIOD ENDING	DEPT. NO.	EMP. NO

OTHER TAX	F.I.C.A.	FED. INCOME TAX	TOTAL EARNINGS
YEAR-TO-DATE			

OTHER DEDUCTIONS

(1) N.Y. DISB.	(2)	(3)	(4)	(5)
(6)	(7)	(8)	(9)	(10)

HOURS			EARNINGS				TAXES			
REGULAR	OVERTIME		REGULAR	O.T.	OTHER	GROSS	FED. INC.	F.I.C.A.	OTHER	NET PAY

MIDON RESTAURANT CORP.
LATHAM, NEW YORK

STATEMENT OF EARNINGS AND DEDUCTIONS
DETACH AND RETAIN FOR YOUR RECORD

Sample for N.Y.S. Division for Youth

Price Chopper

PAY PERIOD	REGULAR HOURS	OVERTIME HOURS	GROSS PAY	FEDERAL WITHHOLDING TAX	STATE TAX	FICA	DISABILITY	INSURANCE	GOV'T BONDS

SICK PAY		LTD INS	VOL ASSIGN		EMP SAVINGS	VAC SAVINGS	CARNEGIE	UNITED FUND		NET

DATE	COMP	STOR	DEPT	RATE	CLOCK NO	[illegible]	[illegible]	[illegible]	[illegible]
						YEAR TO DATE			

EARNINGS STATEMENT

VOID

THIS IS NOT
A CHECK

STATE OF NEW YORK

No. 32783663

COEMPPG101

B-32783663

EMPLOYEE'S STATEMENT OF SALARY AND DEDUCTIONS

AGENCY CODE	PER. ENDING DATE	LINE NO.	SOCIAL SECURITY NO.	YTD GROSS SALARY	YTD FEDERAL TAX	YTD STATE TAX	YTD CITY TAX	YTD SOC. SEC. TAX
01170	090981	810	943 88 4037	5026 00	904 68	301 56		316 64

BASE PAY	LOCATION PAY	SHIFT DIFF	INCONV. PAY	GEOG. DIFF	PREM. OVERTIME	PREM. HOLIDAY PAY	HOURS OVERTIME PAY	GROSS PAY
7540 00							75 00	290 00

DAYS LOST TIME AMOUNT	BONDS	RETIRE. LOAN	FED EX.	STATUS	FEDERAL TAX	STATE EX.	STATE TAX	CITY EX.	CITY TAX	SOC. SEC. TAX
			1		52 26	1	17 40			18 27

MAINTENANCE	N.U.	RET CD	CODE HEALTH INS AMOUNT	CODE FED FUND AMOUNT	CODE CREDIT UNION - AMOUNT	CODE OTHER DED - AMOUNT	NET PAY
			6 86			Pens. 8 70	182 01

Tom Jackson
63 Main Street
Newtown, New York 10407

CODE ADDT'L SAL INFO AMT	CODE OTHER DED AMT	CODE OTHER DED AMT
	Dues 4 50	

EXPLANATION OF CODES ON BACK

DETACH BEFORE CASHING AND RETAIN AS EVIDENCE OF YOUR SALARY DEDUCTIONS

EDWARD V. REGAN, STATE COMPTROLLER

8-5-2

Computer Goofs

Rate	Reg Hrs.	O.T. Hrs.	Reg.	O.T.	Gross Pay
3.50	40	4	140.00	21.00	161.00

Fed.Tax	State Tax	City Tax	FICA	Med.Ins	Dues	Total Ded	Net Pay
16.10	5.25	-	9.66	10.50	6.50	48.01	102.99

Other Deductions

1. N.Y.Dis. $1.50	2. Health Ins. $25.30	3. Uniforms $10.00

Hours			Earnings		Taxes		
Reg.	O.T.	Rate	Reg.	O.T.	FIT	Soc. Sec.	Other
25	6	4.00	120	30	20.10	9.00	8.75

Total Deductions	Gross Pay	Net Pay
74.65	150.00	75.35

Earnings:

Rate	Hours Reg.	Hours O.T.	Reg.	O.T.	Gross	Net
4.00	40	10	160	60	220	165.65

Deductions:

FIT	SIT	FICA	Dis	Ins	Dues	Total
21.00	8.75	12.20	1.50	5.00	20.00	68.45

Name ______________________

WORDS ABOUT PAY

Directions: You may hear your boss use these words when talking about your paycheck. What do they mean? Write the answer in the blank space next to each word or term.

1. Pay period: ______________________________
2. Gross: ______________________________
3. Overtime: ______________________________
4. Net: ______________________________
5. Regular time: ______________________________
6. Deductions: ______________________________
7. FICA: ______________________________
8. Time and a-half: ______________________________
9. Double time: ______________________________
10. Paycheck Stub: ______________________________
11. Year to date total: ______________________________
12. FIT: ______________________________
13. SIT: ______________________________

TAKEN FROM "EMPLOYEE HANDBOOK"
PRICE CHOPPER SUPERMARKETS - GOLUB CORPORATION

TIME STATUS AND WHAT IT MEANS

TS 1 = Full-Time, 40 hours a week.
TS 2 = Full-Time, 30 to 40 hours a week.
TS 3 = Part-Time Student (College), less than 30 hours a week.
TS 4 = Part-Time, (General) less than 30 hours a week.
TS 5 = Part-Time Student (High School), less than 30 hours a week.
TS 6 = Temporary Employee.

TIME CARDS

In order to receive the amount of pay each week to which you are entitled, you must complete your TIME CARD each day you work.

You will have a new time card each week. You must punch in when going to work, punch out when leaving, and again for meals. On your last working day you must total up the hours you have worked for the week and sign your name on the bottom of the card. No one can punch someone else's card. If you punch one entry over another, have your Supervisor correct and initial the entry.

PREMIUM PAY

Premium pay is given to hourly employees for working between the night hours of 12:00 AM and 6 AM.

PAY REVIEW

Your salary will be reviewed automatically by your supervisor on the anniversary of your hire, or the anniversary of the date on which you were promoted. Your performance will be discussed with you on an ongoing basis. In addition, total corporate wage scales will be reviewed annually, and if applicable, adjustments will be made.

YOUR PAYCHECK

You will receive a paycheck on Friday for the previous week's hours. (Store employees are paid by Script Check—cashable only at the store.) Attached to your paycheck will be a stub, to keep, recording the up to date record of your earnings and deductions.

DEDUCTIONS REQUIRED BY LAW

1. Federal Social Security
2. Federal Income Tax
3. State Resident Income Tax

DEDUCTIONS AUTHORIZED BY THE EMPLOYEE

You may take advantage of other deductions provided by the Company at certain times of the year.

Christmas Savings

Beginning in November, any amount you would like deducted may be taken out. If you sign up for a full fifty weeks, you will receive an additional amount equal to two weeks at the amount deducted. Bonus prizes will also be offered.

Vacation Savings

Works the same as Christmas, but begins in April.

Government Bonds

Weekly deductions are authorized by the employee towards the purchase of Government Bonds of various specified denominations.

United Way

Can be deducted for any amount the employee wishes, and will be given to the county where the employee works.

THERE ARE OTHER VOLUNTARY DEDUCTIONS. ASK YOUR SUPERVISOR WHICH ONES YOU ARE ELIGIBLE TO TAKE.

OVERTIME PAY

WHO—any hourly employee will receive time and one half his base rate of pay for all hours worked in excess of 40 in any given week.

any hourly employee working Sundays or holidays, regardless of the hours worked during the week, will receive time and a half his base rate of pay.

PAY PROCEDURES

Form W-4
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ➤ | Your social security number ➤

Address (including ZIP code) ➤

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .
2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ➤
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ➤ Date ➤ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) | Employer identification number

Detach along this line

▲ *Give the top part of this form to your employer; keep the lower part for your records and information* ▲

Purpose

The law requires that you complete Form W-4 so that your employer can withhold Federal income tax from your pay. Your Form W-4 will remain in effect until you change it, or, if you entered "EXEMPT" on line 3b above, until April 30 of next year. By claiming the number of withholding allowances you are entitled to, you can fit the amount of tax withheld from your wages to your estimated tax liability.

Introduction

If you got a large refund last year, you may be having too much tax withheld. If so, you may want to increase the number of your allowances by claiming any other allowances you are entitled to on line 1 of Form W-4. The kinds of allowances, and how to figure them, are explained in detail in the line-by-line instructions below.

If you owed a large amount of tax last year, you may not be having enough tax withheld. If so, you can claim fewer allowances on line 1, or ask that an additional amount be withheld on line 2, or both.

If the number of withholding allowances that you are entitled to decreases, you must file a new Form W-4 with your employer within 10 days from the date of the change.

If you qualify, you can claim exemption from withholding on line 3b of Form W-4.

The line-by-line instructions below explain how to fill in Form W-4. Publication 505, Tax Withholding and Estimated Tax, contains more information on withholding. You can get it from any Internal Revenue Service office.

For more information about who qualifies as your dependent, what deductions you can take, and what tax credits you qualify for, see the Form 1040 Instructions or call any Internal Revenue Service office.

Line-By-Line Instructions

Fill in the identifying information at the top of the form. If you are married and want tax withheld at the regular rate for married persons, check the "Married" box. If you are married and want tax withheld at the higher Single rate (because both you and your spouse work, for example), check the box "Married, but withhold at higher Single rate."

Line 1 of Form W-4

Total number of allowances.—Use the Worksheet on page 2 to figure all of your allowances. Each kind of allowance you may claim is explained below and is identified by the letter that corresponds to the line for that allowance on the Worksheet.

A. Personal allowances.—You can claim the following personal allowances:

- 1 for yourself,
- 1 if you are 65 or older, and
- 1 if you are blind.

If you are married and your spouse either does not work or is not claiming his or her allowances on a separate Form W-4, you may also claim the following allowances:

- 1 for your spouse,
- 1 if your spouse is 65 or older, and
- 1 if your spouse is blind.

If you are single and hold more than one job, you may not claim the same allowances with more than one employer at the same time. If you are married and both you and your spouse are employed, you may not both claim the same allowances with both of your employers at the same time.

Enter your total personal allowances on line A of the Worksheet.

Note: *To have the highest amount of tax withheld, claim "0" personal allowances on line 1.*

B. Special withholding allowance.—You can claim the special withholding allowance only if you are single and have one job or you are married, have one job, and your spouse does not work.

If you can claim the special withholding allowance, enter "1" on line B of the Worksheet.

Note: *Use the special withholding allowance only to figure your withholding tax. Do not claim it when you file your tax return.*

C. Allowances for dependents.—You may claim one allowance for each dependent you will be able to claim on your Federal income tax return. Enter on line C of the Worksheet the total number of allowances you can claim for dependents.

D. Allowances for estimated tax credits.—If you expect to be able to take the earned income credit, credit for child and dependent care expenses, credit for the elderly, or residential energy credit, these credits may lower your tax. To avoid having too much withheld, you may claim extra allowances for these tax credits on line D of the Worksheet.

To enter the proper figure on line D of the Worksheet, you will have to use the "Tax Credit Table for Figuring Your Withholding Allowances" on the top of page 2.

Note: *Do not claim allowances for your earned income credit if you are receiving advance payment of it.*

E. Allowances for estimated itemized deductions and alimony.—If you expect to itemize your deductions or pay alimony during the year (or both), you may want to claim additional withholding allowances so you will have less tax withheld.

See Schedule A (Form 1040) to find out what deductions you can take and to estimate the amount of your deductions.

Note: *If you are paying alimony but will not itemize deductions, enter your estimate of alimony payments for the year on lines E1 and E3 (enter "0" on line E2). Divide the amount on line E3 by $1,000, and enter the result on line E4 of the Worksheet. Round-off any fraction to the nearest whole number.*

Line 2 of Form W-4

Additional amount, if any, you want deducted from each pay.—If you are not having enough tax withheld from your pay, you may ask your employer to withhold more by filling in an additional amount on line 2.

Often, married couples, both of whom are working, and single persons with two or more jobs, will need to have additional tax withheld.

Estimate the amount by which you will be underwithheld and divide that amount by the number of pay periods in the year. Enter the additional amount you want withheld each pay period on line 2.

Line 3 of Form W-4

Exemption from withholding.—You can claim exemption from withholding only if last year you did not owe any Federal income tax and had a right to a refund of all income tax withheld, and this year you do not expect to owe any Federal income tax and expect to have a right to a refund of all income tax withheld.

If you qualify check boxes 3a and b, write "EXEMPT" on line 3b and answer Yes or No to the question on line 3c.

If you want to claim exemption from withholding next year, you must file a new Form W-4 with your employer on or before April 30 of next year. If you are not having Federal income tax withheld this year, but expect to have a tax liability next year, the law requires you to give your employer a new Form W-4 by December 1.

If you are covered by the Federal Insurance Contributions Act, your employer must withhold social security tax from your pay.

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Tax Credit Table for Figuring Your Withholding Allowances—See Example Below

llowances ➤	0	1		2		3		4		5		6	
Estimated salaries and wages from all sources:	If the amount of estimated tax credits is:												
	Under	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than	At least	But less than.
Part I Single Employees													
Under $5,000	No additional allowances												
5,000–15,000	250	250	500	500	700	700	900	900 or more					
15,001–25,000	350	350	700	700	1,000	1,000 or more							
25,001–35,000	550	550	950	950 or more									
Part II Head of Household Employees													
Under $5,000	No additional allowances												
5,000–20,000	150	150	400	400	650	650	900	900 or more					
20,001–35,000	1	1	300	300	650	650	1,000	1,000 or more					
35,001–45,000	450	450	850	850 or more									
Part III Married Employees (When Spouse is Not Employed)													
Under $8,000	No additional allowances												
8,000–15,000	200	200	350	350	500	500	700	700	800	800	950	950 or more	
15,001–25,000	250	250	500	500	700	700	950	950 or more					
25,001–35,000	300	300	650	650	950	950 or more							
35,001–45,000	650	650	1,050	1,050 or more									
Part IV Married Employees (When Both Spouses are Employed)													
Under $8,000	No additional allowances												
8,000–15,000	250	250	400	400	450	450 or more							
15,001–25,000	550	550	800	800	950	950 or more							

Example: *A taxpayer who expects to file a Federal income tax return as a single person estimates annual wages of $12,000 and tax credits of $650. The taxpayer uses Part I for single employees. The $12,000 falls in the wage bracket of $5,000 to $15,000 in the left column. Reading in the shaded area to the right, $650 falls within the estimated tax credits bracket of At least 500 But less than 700. Looking to the top of the column, the taxpayer finds that 2 allowances are permitted. The taxpayer enters "2" on line D of the Worksheet below.*

Worksheet to Figure Your Withholding Allowances to be Entered on Line 1 of Form W-4

(Letters on this worksheet are keyed to the letters in the line-by-line instructions on page 1)

A Personal allowances . . . . ▶ A ______

B Special withholding allowance (not to exceed 1 allowance—see instructions on page 1) . . . . ▶ B ______

C Allowances for dependents . . . . ▶ C ______

D Allowances for estimated tax credits (from Tax Credit Table for Figuring Your Withholding Allowances, above):

1 Find your filing status under Part I, II, III, or IV of the table.

2 Under your filing status, find your estimated salaries and wages in the left column.

3 Read the shaded amounts across to the right until you get to the amount of your estimated tax credits.

4 At the top of that column is the number of allowances you may take for your estimated tax credits. Enter the number of allowances . . . . ▶ D ______

E Allowances for estimated itemized deductions and alimony:

1 Enter the amount of your estimated itemized deductions, including alimony payments, for the year . . . . ▶ 1 $ ______

2 Find your total estimated salaries and wages amount in the left column of the table below. Read across to the right and enter the amount from the column that applies to you. Enter that amount here (if claiming only alimony payments on line E1, enter "0" on line E2) . . . . ▶ 2 $ ______

Estimated salaries and wages from all sources:	Single Employees (only one job)	Married Employees (one spouse working and one job only)	Employees with more than one job or Married Employees with both spouses working
Under $10,000	$2,800	$3,900	$4,000
10,000–30,000	2,800	3,900	5,800
30,001–40,000	3,500	3,900	8,000
Over $40,000	15% of estimated salaries and wages	13% of estimated salaries and wages	23% of estimated salaries and wages

3 Subtract line E2 from line E1 . . . . ▶ 3 $ ______

4 Divide the amount on line E3 by $1,000 (round-off fractions to the nearest whole number). Enter here . . ▶ E ______

F Total (add lines A through E). Enter total here and on line 1 of Form W-4 . . . . ▶ F ______

Privacy Act of 1974

The Internal Revenue Code requires employees to fill out and give their employers a signed withholding allowance certificate that shows the number of withholding allowances an employee claims (section 3402(f)(2)(A) and its regulations). You are also required to give your social security number for proper identification and processing (section 6109 and its regulations).

If you do not fill out a withholding allowance certificate, you will be treated as a single person who claims no withholding allowances (sections 3402(l) and 3401(e)).

The main use of this information is to carry out the Internal Revenue laws of the United States. Routine uses of the information include giving it to the Department of Justice if they need it in connection with civil or criminal litigation, and to the States and District of Columbia for use in administering their tax laws.

At the time this form was printed, regulations were proposed which would require employers to send the IRS copies of certain Forms W-4.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1981—313-513 58-0401110

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IT-2104 (7/79)
New York State Department
of Taxation and Finance

New York State and City of New York
Employee's Withholding Exemption Certificate

EMPLOYEE - You must file a New York certificate if any one of the following apply.

1) You claimed withholding allowances for any Federal credits on Federal Form W-4.
2) You choose to claim a lesser amount of NY State exemptions than claimed on Federal Form W-4.
3) You wish to claim fewer withholding allowances for itemized deductions here than on your Federal Form W-4 to avoid underwithholding. The number of withholding allowances claimed for the NY itemized deduction may not exceed the number claimed for Federal itemized deductions on your Federal Form W-4.
4) You wish to claim additional withholding allowances based on NY State credits and/or the NY State tuition deduction or PASS plan.

To claim exemption from both New York State and City of New York personal income taxes if under 18, or under 25 years of age and a student, or if your NY adjusted gross income does not exceed $2,500 and you are single, or $5,000 if you are other than single, file Form IT-2104E with your employer.

EMPLOYER - Keep exemption certificates with your records. If the employee is believed to have claimed too many exemptions, notify the Director, Processing Division, NY State Department of Taxation and Finance, The State Campus, Albany, New York 12227.

SCHEDULE A

COMPUTE YOUR TOTAL STATE WITHHOLDING EXEMPTIONS HERE

1) Exemption for yourself – enter 1	
2) Exemption for your wife (husband) – enter 1	
3) Exemption for your age – if 65 or over – enter 1	
4) Exemption for your wife's (husband's) age – if 65 or over – enter 1	
5) Exemption for blindness (yourself) – enter 1	
6) Exemption for blindness (wife or husband) – enter 1	
7) Exemption(s) for dependent(s) – enter the number of such exemptions claimed. Do not include yourself or your spouse.	
8) Special withholding allowance if claimed on Federal Form W-4 – enter 1	
9) Allowance(s) for NY State credits (see page 2)	
10) Allowance for NY State tuition deduction or PASS plan (see page 2)	
11) Allowance(s) for itemized deductions–claimed on Federal Form W-4 (see instruction 3 above)	
12) Total – add lines 1 through 11 and enter here and on Certificate below	

This certificate is for income tax withholding purposes only.

IT-2104 (7/79)
New York State Department
of Taxation and Finance

Employee's Withholding Exemption Certificate

NEW YORK STATE & CITY OF NEW YORK RESIDENT PERSONAL INCOME TAX

TYPE OR PRINT YOUR FULL NAME

YOUR SOCIAL SECURITY NUMBER

HOME ADDRESS (Number and street or rural route) APT. NO.

MARITAL STATUS

☐ SINGLE ☐ MARRIED (If married but legally separated, check single box.)

CITY, VILLAGE, POST OFFICE STATE ZIP CODE

1 Total number of exemptions/allowances you are claiming for New York State from Schedule A, line 12	
2 Subtract allowances for State Credits from Schedule A, line 9	
3 Total number of exemptions for City of New York	
4 Additional withholding per pay period under agreement with employer for New York State	$
5 Additional withholding per pay period under agreement with employer for City of New York	$

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) .... 19........ (Signed) ....

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8-5-8

NEW YORK STATE CREDITS

Check (✓) one or more boxes if you are entitled to the following credits:

☐ 1 Child Care Credit – is 20% of your Federal child care credit and may not exceed $80 if one dependent, or $160 if more than one dependent, or the tax due on your return after subtracting any resident credit or accumulation distribution credit.

☐ 2 Household Credit - is based on your household gross income which is your Total New York Income plus any amount of Minimum Taxable Income. (See Forms IT-220 and IT-220-I for description of items of tax preference and the minimum income tax on them.)

☐ 3 Real Property Tax Credit-is based on "household gross income" which is the total Federal adjusted gross income of all members of the household plus the additions to it that are required to be made on line 2 of the NY State return plus income from other sources such as social security, pensions and annuities, disability benefits, unemployment insurance and other income described on Form IT-214-I.

The Real Property Tax Credit is 50% of excess real property taxes. Generally, the maximum amount of this credit is $200 in the case of an individual who is 65 years of age or older and $20 for anyone under age 65.

You may claim one additional withholding allowance for each box checked. Enter the total number of boxes checked on page 1, Schedule A, line 9.

NEW YORK STATE TUITION DEDUCTION OR PASS PLAN

Tuition Deduction: One-half of the tuition paid for a dependent attending a college in N Y State may be deducted from Federal adjusted gross income. The maximum tuition deduction is $1,000.

PASS Plan: Amounts contributed to a higher education fund for tuition and certain other college costs for your eligible dependents may be deducted from Federal adjusted gross income. The maximum deduction is $750 a year for each eligible dependent.

You may claim only one additional withholding allowance on page 1, Schedule A, line 10 if you are entitled to claim either or both of these deductions.

AVOID OVERWITHHOLDING OR UNDERWITHHOLDING

Do not claim more than the correct number of exemptions. If you expect to owe more income tax than will be withheld, a smaller number of exemptions may be claimed. You may also request that your employer withhold additional amounts.

Unit 8 - The New Worker

Lesson 5 - A Closer Look at Your Paycheck and Payroll Paperwork.

A. Briefly review the discussion from the previous lesson about the tape, "Money, Money, Money". Define the word deductions and state: "It's a law that employers have to deduct (take out) money from your paycheck for taxes and Social Security payments. Sometimes it's the company and/or union policy to take money out to pay for other benefits. Sometimes you may have the choice to have money deducted to pay for certain benefits. It can be surprising how small your take-home pay can get. You may want to check this out before you take a job. Ask your boss what deductions are taken out automatically, besides taxes and social security. Some benefits may be taken out only once a month, so not all your paychecks will be the same! Also, your hours may change each week, and this will affect your pay."

1. Ask students: "Is there any way you can tell how much money was taken out for each item, and how much you earned for the pay period." If they are not familiar with paycheck stubs, explain: With each paycheck comes a stub that lists all the deductions from that paycheck, and often has a summary of taxes taken out for the year."

2. State: "Stubs come in all shapes and sizes, and I have some samples for you to look at." Distribute the handout "Paycheck Stubs" (page 8-5-2). Review with the students the words and abbreviations on the forms. Note that these may differ from company to company.

3. "As Arnie found out on the tape,his boss is very generous. He paid for Arnie's federal and state taxes, Social Security payment and Arnie's health insurnace...all out of Arnie's check! Let's take a look at how you can find out what you earned and what you take home:

   a. "The amount of money you earned is called your gross pay. For Arnie that was $95. a week. If you made $4.00 per hour and work 20 hours per week,your gross pay is how much? (Have students work this out.)

   b. "The amount of money you take home is called your net pay. This is what is left of your gross pay after all the deductions are taken out. For Arnie, his net pay was $71.00. Out of your $80 gross pay you can expect to lose around $20. You'll 'lose' more if you have additional benefits you pay for such as union dues, life insurance, or a savings plan. It takes a skilled bookkeeper to work it out exactly, but your boss can usually give you an idea of what your net pay will be when she/he hires you."

   c. (Optional) Have students work out the arithmetic for the pay stubs. The handout "Computer Goofs" (page 8-5-3) has pay stubs with errors. Have students check these to find the errors. Bookkeepers and computers can make mistakes. Tell

c. students that they should report all errors immediately, even if the error is in their "favor" (explain this term if necessary). The bookkeeper will probably catch the mistake eventually and then the worker has to return the money. The worker looks bad if she/he is "caught" instead of reporting it right away.

B. Continue with: "There's one other twist to figuring out how much your boss owes you." (If students have good math skills discuss steps 1 and 2, if not, skip down to the discussion about overtime, #3.)

1. If you get $4. per hour and

   a. Work 20 hours per week you gross how much? ($180)
   b. Work 40 hours perweek? ($160)
   c. Work 50 hours per week? ($220, not $200)

2. "Can anyone guess why you earn $220 when you work 50 hours?"

3. "Has anyone heard of Overtime or O.T?" Does anyone know what it means?"(It was mentioned in "Money, Money, Money".) The discussion should include:

   a. "Overtime is when you work more than 40 hours per week and/or more than eight hours per day; not necessarily when you work more than you were scheduled to, e.g. you are scheduled to work 20 hours and you work 30, that's not overtime."

   b. "When you work overtime you generally get paid at a higher rate. You may get 'time and a-half.' This means you get 1½ times your normal rate of pay, or your normal rate of pay plus ½ your normal rate. (See why you should learn your fractions?) Sometimes you get double or triple time, but that's usually for working on holidays. Overtime rates are set by your company; it's a company policy, but it must be at least time and a-half." [2]

   c. (Optional) You may wish to have students practice calculating overtime pay. Tell them the company's policy and give them a worker's schedule for a week. Have them calculate the gross pay for regular time and overtime. If you want to limit the arithmetic, you can have them count the number of hours worked regular time and the number worked overtime. Two sample schedules could be:

---

[2] Most companies which have more than a few employees are governed by federal labor laws. The federal laws require an employee to earn one-and-one-half times their hourly rate for overtime. State and federal laws differ. Some small companies are covered by state laws. State laws do require employees on minimum wage to earn one-and-one-half times for overtime. For employees who earn more than minimum wage the state ruling is different. Before you cover this section, contact your local state and federal Department of Labor, Labor Law Standards Office.

1) Monday: 8 hours
Tuesday: 7 hours
Wednesday: 10 hours
Thursday: off
Friday: off
Saturday: 10 hours
Sunday: off

2) Thursday: off
Friday: 8 hours
Saturday: 7 hours
Sunday: 7 hours
Monday: 8 hours
Tuesday: 8 hours
Wednesday: 8 hours

Be sure to point out: "Not all paychecks are based on Monday

d. through Friday; some go Thursday through Wednesday. This is important in deciding whether you worked more than 40 hours in the week; be sure you know when the week starts and ends at your company." Also, point out that often the regular work week includes working on Saturday and/or Sunday with no extra pay.

e. "When you work overtime and earn $30 extra, how much extra shows up in your paycheck? Taxes are taken out of this also, so you may end up with only $20 extra."

C. "Any questions at this point?"

D. Say: "There is one other important point about paychecks. When do you get them?" Have the students try to answer this. The discussion should include:

1. "Some companies pay once a week, some pay once every two weeks, some pay twice a month. This is called the company's pay period. Each company is different. In fact, in some companies, some workers in the company get paid on a different schedule from other workers in the same company!"

2. "Your first paycheck may take awhile to get to you. It takes time for the bookkeeper to get the time card, add it up, figure out the deductions, process the check and get it to you. Most companies 'hold back' your pay a week or two. This means you get your pay a week or two after you 'earned' it. You're not getting cheated, the week or two delay is the time it takes to process your check. This means that when you leave the company, you'll get your last check a week or two after your last day of work."

3. "After your first check, you'll get paid on a regular schedule, but each check will be for the previous week."

E. Tell the students: "To review some of the words we have learned, I have another vocabulary handout for you to complete." Distribute the "Words About Pay" handout (page 8-5-4).

1. Read the directions to the class.

2. Have the students complete the handout and discuss.

Note: You can also move this handout up to Section A and use it as a lesson introduction, or move it to the end of the lesson if you think that would be helpful.

3. You may wish to distribute and discuss the sample "Pay Procedures" excerpt from Price Chopper's Employee Handbook, page 8-5-5.

F. State "We've been talking about taxes and Social Security deductions. Where does this money go? What do you get out of it?"

   1. Discuss federal, state, and local income taxes. Explain what they are for. Note that they are different from other taxes students may have heard of: property taxes, school taxes, sales tax, business taxes, etc., but they all go to support a government.

   2. Discuss Social Security benefits.

      a. "The retirement pension is the biggest benefit. What does that mean? Regular monthly payments from when you become eligible until you die. How much you get depends on how long you worked, how much you earned, and how old you are when you retire.

      b. Other benefits include monthly payments to children under 18 (until they turn 18) if their working parent dies; and workers who become permanently disabled due to an accident or illness."

G. Continue with: "All these deductions! How does an employer know which you want and how much to deduct for taxes (remember this differs depending upon the number of your dependents - Money, Money, Money tape). You tell him/her of course, by filling out more forms. Let's get back to you as the new worker. We discussed some things you have to do on your first day and during the first few days. One thing we left out is more paperwork!"

   1. Explain that: "Everyone has to fill out a W-4 form, usually the first day on the job. This is a complex looking form with complicated instructions that is actually quite easy to complete. We'll go over it now, but when you have to do it at your new job, ask for help if you need it. This form tells the bookkeeper how much to withhold in taxes, based on what the government has set up." Distribute a sample W-4 form (page 8-5-5) and review it with the students. Define the terms used and go over the directions with the students. Note that NY State also has a tax form (page 8-5-7).

   2. Continue with: "You may also have to complete some payroll information, such as filling out a timesheet or time card. Every company has their own form. Ask for help if you need it. Most new workers ask for help; those that don't often do it wrong. Read it carefully and follow directions."

   3. "This may be the time you decide on which optional benefits you would like. They usually require a short application for each benefit you choose. You may also be asked to enroll in a union. This requires another application."

4. "There may be other required company paperwork: signing out for tools or uniforms; answering application questions which were illegal before you were hired, but are legal now (your age, if you are married, who to contact in emergencies, etc.); and so on. Be patient, you only have to do it once, if you do it right."

5. "For all of these, you will need your name, address, and SOCIAL SECURITY NUMBER! Bring it with you."

H. Questions and Answers.

I. (Optional) You may wish to have students learn how to complete an income tax form. You can request up-to-date forms and instruction books from the U.S. Internal Revenue Service and State Department of Taxation. Whether or not you do this exercise, this may be a good time to clarify what it means when someone says part-time or summer workers usually "get their taxes back".

1. Ask students if they have ever heard that expression.

2. Explain that it means: "If you earn less than a set amount of money in an entire year, you do not have to pay any income tax on the money you earned. That amount changes every year; for 1981 it was $3,300."

3. Tell the students: "Workers earning less than that amount have two choices:

   a. They can fill out a special W-4 form (W-4E) and their employer will not withhold (deduct) any income taxes; or

   b. They can fill out a regular W-4 and get all their taxes back when they file a return."

4. Emphasize that this does not apply to all deductions; only to income taxes. The Social Security tax and all other deductions are not returned, no matter how much or how little someone earns.

Unit 8

Lesson 6

Lesson Overview

Title: Labor Unions.

Purpose: To acquaint students with the history, purpose and process of labor unions.

Equipment: Audio tape player (optional)

Activities	Time	Resources/Materials
A. What is a labor union?	5-10 minutes	
B. Why did unions come about?	5 minutes	
C. What has been the impact of labor unions and how do they do what they do?	10 minutes	
D. Collective bargaining	3 minutes	
E. Why people do or do not join labor unions	5 minutes	
F. Open and Closed shops	5 minutes	
G. Dues	2 minutes	
H. The employer's perspective	3 minutes	
I. Union's impact on the world of work	5 minutes	
J. The future of unions	2 minutes	
K. Employee Associations	3 minutes	
L. (Optional) Audio tape	15 minutes	Audio tape - "Unions and Employee Associations" (World of Work Series 3, tape #9)
M. Questions and Answers	2 minutes	

Unit 8 - The New Worker

Lesson 6 - Labor Unions

Note: You may decide that a portion or portions of the information presented in this lesson is not appropriate for the youth in your group. If you feel this is the case, feel free to skip over that portion of the lesson (especially sections D, I and J).

A. Introduce the lesson by asking: "What is a union?" Accept appropriate responses and note on a flip chart. Make sure to include the following points:

1. "A union is a group of workers who get together to get good wages and working conditions from their employers. With all the workers acting together, they feel they have a better chance to get what they want."

2. "A union is usually a group of workers who all do the same kind of work. Usually they all work in a certain industry. Unions are found mainly in areas of large industry and business. This includes people working in mines, factories, transportation, and in the making of clothes. This is why you have such unions as the Electrical Workers Union, the United Mine Workers Union, and the Amalgamated Clothing Workers of America."

3. "Unions have small groups in each city called locals. They are branches of the national union. Locals represent union members in their area. Some large companies employ a large number of union members, and sometimes the union forms a local just for one company. Each local elects officers just like the union does. In a large company, each department or section may have its own union representative, usually called a Shop Steward."

4. After the students respond to the question: "What is a union?" Discuss unions briefly. Ask students whether they think unions make sense from a worker's stand point. Ask them if they know of anyone who is in a union and what the union member may have told them. Ask them to name unions other than those listed in #2 above.

5. Unions are often in the news. Bring in newspaper clippings or magazine articles and have students read and discuss the issues. Occasionally a television show or news program may address unions. Have students watch it and use that in the discussion.

B. Ask students why they think some workers felt that unions were necessary. Answer should include:

1. "When large factories first got going in the late 1800's workers were often paid low wages and forced to work 12 to 14 hours a day."

2. "Many jobs were unsafe; accidents happened often."

3. "Working conditions were not healthy and many workers became seriously ill."

4. "Employers did not want to fix those problems because it would cost them more money. Individually workers had no power, so they got together in a large group so they would have more influence with the company's owners."

C. Ask students: "How have unions helped workers? What have they changed?" You may wish to divide the answers into two groups: how unions help individual workers and how they help groups of workers. List their answers on a flip chart. Be sure to include the following information:

1. For groups of workers, unions have:

   a. "Improved safe working conditions by making sure all dangerous machines have safety devices, and that workers are protected from dangerous health situations."

   b. "Reduced the work week to 40 hours or less. Anyone working more than 40 hours now gets extra pay for overtime."

   c. "Provided better pay and fringe benefits."

   d. "Tried to improve job security by trying to stop employers from laying off workers."

2. "Today, unions try to get other changes, too."

   a. "For example, at some jobs, a worker needs time to wash up after his job. The union tries to get the employer to give the worker time for this at the end of the day, as part of the paid work day."

   b. "In some factories, workers complain that they are bored with their jobs. The union might try to get the employer to do something about this problem. For example, the union might suggest that the employer change the workers' jobs every three months. This would mean that a factory worker would still work in the factory but would do different jobs."

   c. "In other work places, the union might decide that the employer is giving the workers too much to do. The union might try to get the employer to hire more workers or to even out the work load in some other way."

   d. "Unions can help groups of workers in other ways."

3. For individual workers, unions can help solve:

   a. "Problems with the boss or with another co-worker."

   b. "Personal problems -unions sometimes offer counseling or referrals to help solve your personal problems that are interfering with your performance at work."

4. "How do unions do all of this?"

   a. "First, the union's representatives talk with the employer and try to solve any disagreements."

   b. "If you have a problem, talk to the union representative (Shop Steward), not just any union member. The representative knows the laws and company policies. She/he can tell you whether or not you have a legitimate complaint. Don't tell the boss the union's going to go after him, until you check with the union. They may not agree with you."

   c. "If the employer doesn't reach an agreement with the union, especially regarding company-wide issues such as pay, policies, or benefits, the union can:

      1) "Call a strike. This means all union members who work at that company refuse to go to work until an agreement is reached."

      2) "Picket the company. This means workers walk around in front of the company carrying signs that tell people that this company is unfair to its workers."

      3) "Ask other unions to 'honor' the strike or picket lines. This means that other unions will not go into the company building (won't cross the picket line), won't handle or transport the company's goods, or won't buy the company's products (boycott)."

   d. "These are powerful tools." Have students discuss the impact of each of these approaches.

5. Ask: "Is all this legal?"

   a. "Unions are legal. Congress passed the National Labor Relations Act in 1935. It is also called the Wagner Act. This law said employees have the right to join a union. These employees have a right to pick members of their union to make agreements with the employer. These are the agreements that decide wages and working conditions."

   b. "Strikes, picketing, and boycotts are also legal, except for government employees, such as: the police, fire fighters, teachers and most other federal, state, and local government workers. An employer is not allowed to punish a worker who participates in a legal strike. Illegal (government) strikers can be fined or fired. Government workers do go on strike; they are usually fined, but not fired. This is because it would be too hard to replace all the union workers at once. That is the power of unions; they usually represent the majority of a certain kind of worker in a company.

One big exception was in the summer of 1981 when the air traffic controllers went on strike. President Reagan, their boss, fired them. This caused problems with air travel, but the President felt it was important to enforce the laws. Each union member had to make their own decision to go back to work or risk being fired. Nearly all of them stayed on strike and were fired." (You may wish to bring this story up to date for the students, and/or you may wish to bring in more current examples of government employees on strike.)

6. Ask students: "How do strikes get started? Does everyone have to go on strike?" Be sure the following points are discussed:

   a. All union members vote on whether or not to strike. The majority, not the union officials, make the decision.

   b. If a strike vote is passed, the employer is usually given a week or so to meet the union's demands. If she/he doesn't meet those by the strike deadline, the union goes on strike.

   c. Each worker can decide whether to honor the strike or go to work. Union members on strike may get angry with those that go to work, but legally each worker, whether in the union or not, gets to make his/her own decision.

D. State: "You may have heard of 'collective bargaining'. What does it mean?"

1. Explain collective bargaining as follows:

   a. "It is easier to understand if we start with a single worker. Suppose he asked his boss for a raise. The boss may give him a raise, or he may not give it to him. The boss knows that if he does not give the raise, the worker might quit his job. This doesn't worry the boss too much. He can always hire another worker. The worker might not quit anyhow."

   b. "In collective bargaining, all the workers speak to their employer at one time about wages or working conditions. Of course, it is impossible for all workers of a large company to speak to the employer at once. So they choose union members who will talk to the employer for them. These elected leaders speak for the workers.

They represent the workers. The employer knows that these union leaders represent all the workers. The workers could number in the hundreds or thousands.

c. "An employer may not listen to the request of a single worker. But, he will probably listen when all workers speak to him through their representatives."

d. "The purpose of collective bargaining is to get a union contract. This contract is in writing. It covers things like wages, holidays, sick pay, working conditions, and pensions."

e. "Sometimes the employer and the union agree quickly. Both sides are satisfied. But when both sides can't agree, they sometimes have to call in a person called a mediator. She/he acts as a referee."

   1) "The mediator is not on the side of the employer or on the side of the union. She/he is neutral, and tries to get the two sides to agree. She/he studies the disagreements, and tries to work out a solution that both sides will like or at least accept."

   2) "Mediators can be called in before a disagreement leads to a strike, or after a strike has begun. Many strikes are settled with a mediator's help."

E. State: "Some workers never join a union. Others join unions when they get their first job. Why is this?" The discussion should include:

1. "Some jobs have no unions to represent them, because the workers have voted against having a union."

2. "Some jobs in certain companies require that you join a union."

3. "Sometimes the workers have a choice, and:

   a. Choose not to join because they disagree with the way the union operates, they want to make their own decisions about their pay, or they don't want to pay the dues.

   b. Choose to join because they want the union's protection and assistance, they like the way the union operates, or they want the extra benefits and pay that union members sometimes get."

4. "As a new union member, you should find out what the union stands for. Go to union meetings. Join union study classes. Learn about the history of the union. Get to know your union leaders. Take part in the election of union officers, these people represent you. Serve on union committees."

F. State: "Agreements between companies and unions can and do cover many different things. One of those things may be whether all the people who work for the company have to be members or not. This affects who the company can hire and who they can't hire. This affects your chances of getting a job and may affect your paycheck once you do get a job. There are three basic types of agreements:

1. "Closed shop. In a closed shop, only union members are hired. You must be a union member before the employer will hire you."

2. "Union shop. You can get a job in this kind of shop without being a union member. But, you should join the union after you get the job. You should join the union within a certain amount of time; after all, in most cases union dues are taken out of your checks, member or not. The time limit depends on the union."

3. "Open shop. You do not need to be a union member to get the job. You do not need to become a union member to keep the job. There may be a union in that store or factory with many members, but you join only if you want to. There also may not be any union in an open shop."

4. "Are these legal? In some states #1 and 2 are illegal, but in states where unions are strong, these are legal. Unions argue that when they negotiate a raise or better benefits for workers, all workers usually benefit, so they should all pay union dues."

G. State: "Union members pay union dues. This money is often taken from your paycheck like other deductions. The money is used to run the union. It may also be used to pay workers who are out on strike. Dues are similar to membership charges at a club or community center. You pay if you join. Members get a say in union decisions; they can vote for officers, policies, and whether to strike. Members sometimes get union benefits in addition to company benefits."

H. Ask students: "What do most employers think of unions?" The discussion should include:

1. "Generally employers don't like unions because they can interfere with a company's policies. Employers like to have the final say in how they treat their workers, and unions now have some say in that."

2. "Some companies without unions treat their employees very well to convince them that they don't need to join a union. Some employers try to scare their employees into not joining a union."

3. "Some employers like a union because it is easier for them to run their company when they only have to deal with a few union reps instead of thousands of workers."

I. Explain to the students that unions have been responsible for a lot of changes in the world of work. Some have been direct changes and others have been indirect. A partial list of these include:

1. "Shorter work week. It wasn't all that long ago that people worked 12 hours a day for six days a week and sometimes more. Now people work an eight hour day. Some work even less than that. In 1970, the national average work week was 37.1 hours. The information that comes from the 1980 census will probably show that the average work week is now less than 37 hours."

2. "Flex-time experiment. Some private companies and government agencies are experimenting with flex-time. With flex-time, a person can, within limits, set his own hours of work as long as he puts in a full day's time. Another experiment is the four-day work week. Some people are working 10 hours a day, 4 days a week instead of 8 hours a day, 5 days a week."

3. "Shorter work year. The working year is getting shorter. People have more days of vacation, more holidays, more sick leave, more free time all around. What do people do with the extra time? Many get second jobs. What do you suppose that means? Do they need the money, or do they need to fill their time with work? What do you think?"

4. "Shorter work life. These days people are staying in school longer and retiring earlier. This leaves fewer years in between to spend at full-time work. Could this trend create any problems if it continues?"

5. "Mobility continues to increase. People are moving more, from city to city and from job to job. This pattern has advantages and disadvantages. Can you name some of each?"

6. "There is less discrimination in hiring. Slowly but surely, discrimination in employment because of race, sex, age, religion, or national origin is going down. This is good, for people should be employed for what they can do, not for what they are."

7. "White collar jobs are increasing more than blue collar jobs, but they seem to be getting to be more alike. Some experts say we may have another class called gray-collar jobs."

8. "As people make more money (have higher incomes) they may demand more high quality hand-made goods. That could mean more skilled crafts-people are needed again. The tailor, cabinetmaker, custom shoemaker, etc., may see a greater demand for their services. There may be more employment available for them."

9. "More laws now govern the world of work. These include safety, health, work hours limitations, child labor laws, and discrimination."

J. "What does the future hold for unions?"

1. Many of the problems unions have fought for are now protected by laws, so unions are not as important as they once were.

2. Many companies are leaving the Northeastern U.S. where unions are strong and moving south where unions are weak. (They are moving for many reasons, but one result is that unions are losing members.) Companies are trying to stop unions from organizing by having governments pass laws outlawing closed shops, and treating their workers well so they won't feel the need for a union.

3. Ask students: "What might happen if all unions stopped operating today? Why?"

K. Add: "Not all workers are represented by labor unions. Some companies have Employee Associations. These are similar to unions, but they do not have the right to strike. Associations can help workers air their complaints and try to improve working conditions and pay. Another big difference is that most unions are connected to large, nation-wide parent unions (AFL-CIO, Teamsters, etc.), while most Employee Associations are limited to the individual factory or office building. If the company you work for has an Employee Association, find out about it."

L. As a review, you may wish to play and discuss the tape "Union and Employee Associations" from World of Work Series 3, tape #9. This tape covers many of the points already discussed.

M. Questions and Answers.

Unit 8

Lesson 7

Lesson Overview

Title: Equal Opportunity Employment and Discrimination.

Purpose: To make students aware of discrimination at work, and what they can do about it.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Introduce discrimination on-the-job	8 minutes	
B. The law	5 minutes	
C. Show video tape and discuss	20 minutes	Videotape - "Just Around the Corner" tape #7
D. Resources available in discrimination cases	5 minutes	
E. What to do if you suspect discrimination	5 minutes	
F. Questions and Answers	2 minutes	

Unit 8 - The New Worker

Lesson 7 - Equal Opportunity Employment and Discrimination.

A. Discuss discrimination on the job.

1. Ask students: "What is discrimination?" The discussion should include that discrimination is treating a person differently because of what she/he is, not who she/he is. It's based on a person's characteristics, not their behavior, e.g., a decision is made based upon what sex, religion, race, or age a person is, rather than based upon their performance, experience or qualifications.

2. Continue with: "Why does discrimination happen?" The answers should include that some people who make decisions really believe that some groups of people are better than others.

3. Ask: "How does discrimination happen?" Answers should include that a person is not hired or promoted because of their sex or race; a person is not allowed to join a club because of their religion, etc.

4. "Is discrimination legal? Yes, in some cases, such as youth under the age of 18, or in very small or family-run businesses, but in most other cases, NO!"

B. The Law. The Fourteenth Amendment to the United States Constitution was passed back in the 1800's to guarantee equal rights to all people regardless of their race, creed, color, or religion (but not sex). In recent years, the federal and state governments have passed laws clarifying this amendment in the area of employment. These are called the Equal Employment Opportunity Laws and are designed to protect women, minority groups, and young and old adults from discrimination on the job. The law applies to all employment agencies and most employers and labor unions. Very small companies and labor unions may be exempt in some cases.

These laws forbid discrimination in:

- Hiring, firing, or layoffs
- Promotions or transfers
- Wages paid for equal work
- Training programs
- Recruitment advertising

C. State: "Let's take a look at a video tape which discusses the issue. Louise is certain that she's about to be promoted to cafeteria supervisor. Her husband Joe tells the good news to his co-workers. Some of them respond with discriminatory statements. Joe is about to hire someone in his company and his boss tells him to interview other applicants first, to give minority workers an opporutnity. That's part of the Equal Opportunity Laws."

1. Show the video

2. Discuss Louise's situation. Ask the students: "What seems to have happened to her? Is this realistic? Could it really happen? Is she sure she was discriminated against? What should she do next?" Brainstorm possible choices and evaluate pro's and con's of each. (Sound familiar? These are steps 2 and 3 of the decision-making process.) Tell the students to help Louise make a decision. (You may wish to refer to Section D below.)

3. Discuss Joe's situation. Ask: "Is this fair? Is it realistic? Is it legal?" The answers should include the following points: "It is legal and realistic, that's how the law operates. It may not seem fair, but minorities and women have been discriminated against for a long time, and the government has passed these laws to try to even things out. Most companies use this policy when hiring new employees."

D. Resources available in cases of discrimination:

1. "Your supervisor - When you have any work-related question or complaint, you should always discuss it with your supervisor first. Do this even when your complaint is about your supervisor."

2. "The company's Affirmative Action or Equal Employment Opportunity (EEO) Officer - This is a staff person, often connected with the personnel department, who handles questions and complaints regarding discrimination." (Sometimes the title is EOE, Equal Opportunity Employment, Officer.)

3. "Your union representative (if your company has a union and you are a member) - Your union rep knows the laws and procedures and will be able to help you."

4. "The Human Rights Commission or E.E.O. Commission - Each city or county government has a commission to help with discrimination cases. They don't charge anything to contact them, and they know the law."

E. "What should you do if you think you are being discriminated against?"

1. "Talk it over with an adult friend you trust before you go any further with it. You must be sure you have a solid case, you must be able to prove it.

2. Write down the facts as you see them.

3. Then, contact your supervisor and/or union, and follow the company's grievance procedure."

F. "Does anyone have questions about discrimination?"

Unit 8

Lesson 8

Lesson Overview

Title: Unit Summary.

Purpose: To review and summarize the unit.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Play and discuss tape	20 minutes	Audio tape - "You Are the Company" (World of Work #3, tape 8)
B. Review and summarize unit	5 minutes	
C. Have students complete the review questions.	20 minutes	Handout - "Review Questions" page 8-8-2
D. Answer Key		

The New Worker - Review Questions

Part I. Fill in the answers in the space provided

1. Three things you should find out your first day on the job:

____

____

____

2. Two ways you can find out what your boss expects from you:

____

____

Part II. List A. contains behaviors which bosses may or may not expect from their workers. If you think most bosses would expect this, check the first column, if you think only a few, or no bosses would expect this, mark the second column.

List A.

	Most Bosses Expect This From A Worker	Few Bosses Expect This From A Worker
1. Get along well with co-workers		
2. Be on time		
3. Always be happy		
4. Do your job well		
5. Be honest		
6. Speak well about the company		
7. Never use drugs or drink alcohol at work		
8. Ask questions when you're confused		

Part II. continued

List B. This list contains things which many new workers expect from their boss or the company. If you think most bosses or companies will give this to their workers, check the first column, if you think only a few, or no bosses will do this, check the second column.

	Most Bosses Are Willing To Provide To Their Workers	Few Bosses Are Willing To Provide To Their Workers
9. Safe working conditions		
10. Respect/Fairness		
11. Little hassle if you're late		
12. Change your schedule as you need to		
13. Enforcement of the rules		
14. Friendship		
15. A paycheck		
16. A ride to work		
17. Answers to questions		
18. Understanding my personal problems		

Part III. If you think the statement is correct, write True; if you think it is not correct, write False.

1. ________ Company rules and policies are like company law. If you break a rule, you can get fired.

2. ________ Company customs are made by the workers, not the company.

3. ________ A note from your parent or teacher will excuse you from being absent or late from work.

4. ________ Older workers always treat new workers well.

5. ________ A company doesn't have to take anything out of your paycheck if you don't want them to.

6. ________ A worker gets paid more for overtime, than for regular time.

7. ________ Overtime is when you work more than you are scheduled to work.

8. ________ All companies pay their workers every week.

9. ________ Everyone has to join a labor union.

10. ________ Not every company has labor unions.

11. ________ It is illegal to discriminate in hiring, but it is legal to discriminate after someone is hired.

12. ________ If you think you are being discriminated against, you should call the police.

13. ________ It's okay to be absent once a week if you call your boss in advance.

14. ________ If you are only going to be one-half hour late, you should still call your boss.

15. ________ Most companies put new workers on Probation.

16. ________ Seniority is preference the company gives to a long time employee.

17. ________ Your employer always pays for your health or medical insurance.

18. ________ Gross pay is the amount of money you take home.

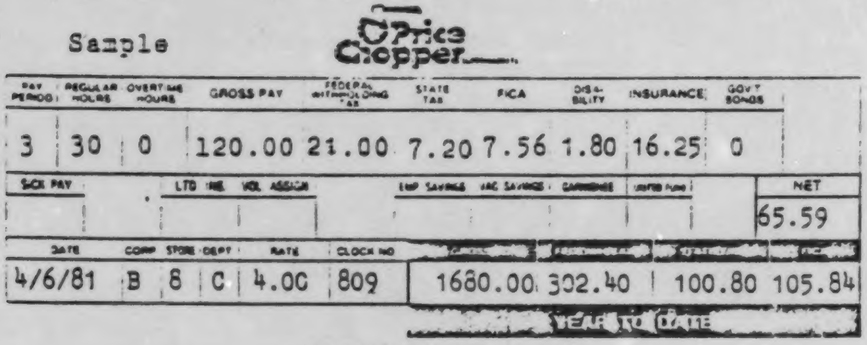
19. ________ Net pay is the total amount of money you earn before deductions are taken out.

20. ________ All workers in the same company get the same benefits.

Part IV.

BEST COPY AVAILABLE

Sample



Price Chopper

PAY PERIOD	REGULAR HOURS	OVERTIME HOURS	GROSS PAY	FEDERAL WITHHOLDING TAX	STATE TAX	FICA	DISABILITY	INSURANCE	GOV'T BONDS
3	30	0	120.00	21.00	7.20	7.56	1.80	16.25	0

SICK PAY	LTD INS.	VOL ASSIGN	EMP SAVINGS	VAC SAVINGS	GARNISHEE	UNITED FUND	NET
							65.59

DATE	CORP	STORE	DEPT	RATE	CLOCK NO	[illegible]	[illegible]	[illegible]	[illegible]
4/6/81	B	8	C	4.00	809	1680.00	302.40	100.80	105.84

YEAR TO DATE

EARNINGS STATEMENT

VOID

1. This is a ☐ paycheck ☐ paycheck stub
2. The name of the company is ______________________.
3. The name of the employee is ______________________.
4. The amount of money the worker will get in his/her check is ______________________.
5. The amount this person paid to Social Security during this pay period is ______________________.
6. The amount of federal income tax this person has paid so far this year is ______________________.
7. The number of hours this person worked is ______________.
8. Does the company pay for all of the worker's health insurance?

____

Unit 8 - The New Worker

Lesson 8 - Unit Summary.

A. To help wrap up the unit, play the tape, "You are the Company: The Law, the Employee, and the Employer." (World of Work Series 3, tape #8.)

1. Introduce the tape by asking: "Who is the company?" Accept all answers and tell the students the tape will answer the question.

2. Play the tape.

3. Discuss the tape. Ask again: "Who is the company?" The answer is: "You, the employee." Ask: "When does the employee represent the company?"

   a. When she/he is on company property.
   b. When she/he is on company business.
   c. When company equipment is involved.

4. "So, now you see why it is important to follow company rules and policies, and why each worker is held responsible for his/her decision; the company has to answer for them. You are the company."

B. Wrap up and review the unit. Cover the following points:

1. "Your first day is an important one. Get the information you need to know. Learn the words used in the world of work. Find out the company's rules, policies, and customs."

2. "You have expectations of the boss and she/he has expectations of you. Find out what they are."

3. "Absenteeism and lateness are important issues. You must follow the rules about attendance and calling in when you are late or absent."

4. "Getting along with your co-workers is part of your job. Some co-workers may give you a hard time when you are new. Be prepared."

5. "There are many benefits available, depending on which company you work for and what job you have. Find out what benefits are available to you. If you don't understand them, ask."

6. "When you get paid, look over your paycheck and stub. If you don't understand certain deductions, ask about them. Check the math. You're new, so the bookkeeper or computer may make a mistake in getting you on the payroll."

7. "Be prepared to fill out forms on your first day, even if you weren't hired to do paperwork."

8. "Your company may have a labor union. Find out about it. Find out if you have a choice about joining."

9. "Discrimination is illegal in most cases. If you think you are being discriminated against, check it out with your supervisor or the appropriate office in your company (E.E.O., Union, etc) and decide what you can do."

C. Distribute the unit review questions, and have students complete and/or discuss it.

D. Answer Key.

Part I.

1. Accept anything that is appropriate, e.g.: Name of supervisor, manager and/or foreman; job description or job duties; rules and policies; and information about company facilities.

2. Ask your boss, read company information, ask your co-workers, or watch your boss and co-workers.

Part II.

# 1,2,4,5,6,7,8 - column 1 (Most Bosses)

# 3 - column 2 (Few Bosses)

# 9,10,13,15,17 - column 1 (Most Bosses)

# 11,12,14,16,18 - column 2 (Few Bosses)

Part III.

1. T
2. T
3. F
4. F
5. F
6. T
7. F
8. F
9. F
10. T
11. F
12. F
13. F
14. T
15. T
16. T
17. F
18. F
19. F
20. F

Part IV.

1. Paycheck stub
2. Price Chopper
3. Not shown
4. $65.59
5. $7.56
6. $302.40
7. 30
8. No

OVERVIEW OF UNIT 9 - "HUMAN RELATIONS ON THE JOB"

Unit Purpose

To have students:

- Learn techniques they can use that will help them get along with others on the job.
- Understand positive work attitudes.
- Learn how to properly leave a job.
- Understand the process of job success (promotions).

Unit Lessons

Lesson 1 - Equal Opportunity Employment: To assist the students in the understanding of discrimination as an attitude, and how to address this problem in the world of work.

Lesson 2 - Attitudes and Their Effects on You in the World of Work (Part 1): To assist students in understanding how their attitudes are projected and viewed by others through their behavior patterns.

Lesson 3 - Attitudes and Their Effect on You in the World of Work (Part 2): To assist youth in the understanding of negative attitudes and how these attitudes will hinder students' progress in the world of work.

Lesson 4 - Dealing with Your Supervisor: To assist students in the establishment of positive techniques to use with their supervisors.

Lesson 5 - Dealing with Co-workers: To assist youth in using skills (communication and decision-making) to build positive relationships with co-workers.

Lesson 6 - Dealing with the Customer: To assist the students in the use of decision-making and communication skills for positive problem solving with customers.

Lesson 7 - Succeeding in a New Job: To help the students understand the entire process of job success by highlighting key points of this unit.

Lesson 8 - Changing Jobs: To help youth understand the process of positive job movement. This lesson is to help youth limit negative references caused by improper job change procedure.

UNIT 9 - "HUMAN RELATIONS ON THE JOB"

Unit Notes

This unit is the application of all of the information and skills learned in prior units. This unit reviews and reinforces that material in a realistic work world context. Parts of this unit could be used to reinforce the need for the topics discussed in Communications (Unit 4), Decision Making (Unit 7), and Targeted Choice (Unit 2).

Unit 9 introduces the students to many of the types of situations and people they will encounter in the work world, thereby reducing many of their fears and anxieties.

The unit can become more realistic by inviting employers into class to discuss supervisor and employee relationships. Making field trips to work sites to experience work environments and to view employee relationships would also enhance classroom discussion. A recently-employed youth, with a background similar to students in the class, would be a helpful speaker to reinforce the students' need for the information being discussed.

Students can use real situations they encountered in previous jobs, in school, at home, or in this class to practice the skills being taught. This will help make the role plays more meaningful.

Unit 9

Lesson 1

Lesson Overview

Title: Equal Opportunity Employment

Purpose: To assist students in understanding the effects of discrimination, and the basis upon which discrimination and other attitudes develop.

Equipment: Video tape player and monitor.

Activities	Time	Resources/Materials
A. Discrimination	5 minutes	
B. Basis of discrimination	3 minutes	
C. Understanding generalization	5 minutes	
D. Video - job discrimination	20 minutes	Video tape - "Just Around the Corner" tape 8
E. Value changes	5 minutes	
F. Summary	5 minutes	
G. Questions and Answers	2 minutes	

Unit 9 - Human Relations on the Job

Lesson 1 - Equal Opportunity Employment

A. Start: "We ended the last lesson of Unit 8 "The New Worker" with EOE. You have the knowledge of what equal opportunity employment laws are and how they work."

1. "Now let's talk about what these laws were written to address."

   a. Ask youth: "Why were these laws written?" The list should include - to stop unfair discrimination against a group of people.

   b. "What is discrimination?" The answers should include: to make an unfair difference in the treatment of one group of people over another.

   c. "What is the difference based on?" The answers should include: a mental and emotional position against a group of people for which there is no evidence to support this negative treatment. If there is no evidence, what is the position based on?" The answers should include:

      1) Generalizations
      2) Labelling
      3) Put downs

2. Summarize this series of questions with the following definition. "Discrimination is a mental and emotional position based on generalizations. As we covered in communication, generalizations are a form of labelling which is a form of a put down. Put downs are roadblocks or barriers."

B. "Any mental and emotional position is based on what?" The answers should include:

1. Attitudes are developed from values. So again, values surface as the basis of a mental and emotional position.

2. Continue: "If attitudes are based on values (what's important to us), why is discrimination a problem?" The answers should include: "Due to values based on generalizations, a group of people are denied equal treatment. This group is restricted, and their choices are limited."

C. "Let's for a moment talk about generalizations: This is the taking of one characteristic and assigning its properties to many things which look similar. For example, the neighbor has a trained guard dog which is a Boxer." Ask the students to make a generalization of this statement. The answers should include:

1. All Boxers are trained guard dogs, or all Boxers are vicious.
2. Ask, if this is a true statement.
3. You may wish to develop additional specific statements for the students to generalize.
4. Conclude:
   a. "Since you don't know all Boxers personally, the statement all Boxers are guard dogs is a generalization based on one example. Also giving all Boxers the fact of having been trained is another generalization based on one example. You don't know all Boxer dogs!!!"
   b. "Now do you understand better the problem with generalizations?"
   c. "Do you better understand the problem of discrimination?"

D. Continue: "Discrimination can be against a group of people, an age group or a sex of a society. Louise, as we saw yesterday, along with the woman in Joe's company cafeteria, is a subject of discrimination. Let's see the rest of the video 'Job Discrimination'."

1. Show the "Job Discrimination" video from "Just Around the Corner" Series, tape 8.
2. Highlight Louise's decision to confront her boss.
   a. Ask students what other choices were available to Louise.
      1) Processing through Affirmative Action Office.
      2) Processing through Equal Opportunity Commission.
      3) Filing a law suit.
3. Discuss Louise's problem with communication. Cover distraction - Louise was distracted by her own thoughts (remember Head of Distraction, Communication), in this situation it is a roadblock for Louise when she should be the receiver. She is not hearing anything the the supervisor is saying.
4. Discuss Louise's attitude.
5. Discuss her supervisor's attitude. Emphasize the fact that attitudes can change. The supervisor's attitude changed when he evaluated his decision. So, his initial decision not to promote Louise changed. Louise received her earned promotion.

E. "How do you change attitudes?" Discuss the change of values and ask students: "How does this occur?" Explain how the following occurances affect your attitudes. The change of:

1. Age - getting older.
2. Needs
3. Wants
4. More education
5. More experience

Note: Give examples of some attitude changes for each category.

Summarize: "Attitudes are based on values. Values change and so attitudes can change. Some of the changes will happen without you really noticing them. Others you will work to change. We will talk more about attitudes tomorrow."

G. Questions and Answers.

Unit 9

Lesson 2

Lesson Overview

Title: Attitudes and Their Affect on You in the World of Work - Part 1

Purpose: To assist students in understanding how their attitudes are projected and viewed through their behavior patterns.

Equipment: Filmstrip projects/audio tape player.

Activities	Time	Resources/Materials
A. Changing attitudes	6 minutes	
B. Positive attitudes	4 minutes	
C. Positive attitudes and behavior	5 minutes	
D. Values, attitudes and behavior	5 minutes	
E. Different attitudes	20 minutes	Filmstrip/audiotape - "Lack of Ambition" (Guidance Associate. filmstrip 4)
F. Components for job success	2 minutes	
G. Summary	1 minute	
H. Questions and Answers	2 minutes	

Unit 9 - Human Relations on the Job

Lesson 2 - Attitudes and Their Affects on You in the World of Work- Part 1

A. "Yesterday we began to discuss how attitudes can change. We stopped with working to change attitudes. Let's explore that now." The discussion should include: making a plan to change how one feels about something. The plan should include:

1. Identifying what one wishes to change.

2. Finding all the different ways one has to make change.

3. Stop and ask students if this game is familiar. Then have them complete the decision making process.

B. Ask: "What's a positive attitude?" The list should include: a certain mental and emotional position which allows for productivity.

1. Explain productivity.

2. Elicit a list of productive emotional and mental characteristics. The list should include:

   a. Enthusiasm
   b. Interest and alertness
   c. Cooperativeness
   d. Willingness to follow directions

3. "Do you think these would be positive attitudes on a job?"

C. "How would these attitudes (refer back to list) show in your behavior?"

1. Divide the board into thirds, one for attitudes/feelings; and the others for home and work. Examples of these:

	attitude	home	work
1.	good feeling	happy, energy, loyal	happy, work hard, talk well about company (loyal)
2.	interest and alertness	take care of home	initiative to learn all parts of what you do, you investigate new ways to do it well.

2. State: "Attitudes are based on values. Values are developed from our needs and wants. Now do you understand why we spent so much time on self-exploration topics?"

D. "Let's see how your values, attitudes and behavior fit together. For instance:

1. Need - self-fulfillment
2. Want - to be fair
3. Value - you think everyone should be treated with the same rights.
4. Attitude - equal chance for all.
5. Behavior - as a supervisor with a crew of 6 men, five of them are good workers and one of them is not. Five workers will receive equal raises and promotions. The sixth worker will receive no raise and no promotion. The difference in the treatment of the workers is based on specific information. It is not generalized.

E. "Do people have different attitudes? What are these differences based on?" After the students discuss needs and wants and values, state: "Let's see two different attitudes about work."

1. Show "Lack of Ambition" - (Guidance Associates, filmstrip 4)
2. Divide the blackboard in half, one side for Peter and one for Joe.
3. Elicit Pete's and Joe's differences in each of the following areas: needs, wants, and values.
4. Summarize with this discussion:
   a. Pete is no better than Joe.
   b. They have a difference in needs, wants, and values. This accounts for their attitude difference.
   c. One lifestyle is not better than the other.
   d. State that for both Pete and Joe to get ahead or get along well in their chosen fields, they both have to exhibit a good or positive attitude. If your list didn't include the following add them now. If the list did include them, point them out as part of a positive job attitude; willingness to:

Work
Accept directions
Follow directions
Help others

Accept criticism
Grow and change
Do things on your own
Be a part of a team

e. Conclude:

1) "It doesn't matter if one wants to be a gas jockey or a bank president. To do well you must have a good work attitude."

2) "Present and future success on the job greatly depends on how your boss and co-workers see your attitude."

F. "What things other than attitude control job success?"

1. The list should include:

   a. Strengths
   b. Abilities
   c. Interests

2. Discuss each of the three in relationship to job success.

G. "We stated earlier that your behavior shows your attitude. Tomorrow we will discuss on the job behavior and attitudes."

H. Questions and Answers.

Unit 9

Lesson 3

Lesson Overview

Title: Attitudes and Their Affects on You in the World of Work-Part 2

Purpose: To assist youth in the understanding of negative attitudes and how they will hinder students' progress in the world of work.

Equipment: Filmstrip projecter/audio tape player, video tape player and monitor.

Activities	Time	Resources/Materials
A. How your boss sees positive attitudes	1 minutes	
B. Job behavior and responsibility	25 minutes	Video tape - "Just Around the Corner" - tapes 1 and 2
C. Negative attitudes	5 minutes	Audio tape - "Fast Exit" (W.O.W. I tape 4)
D. Absenteeism	5 minutes	Filmstrip/audio tape - "Absenteeism" (Guidance Associate, filmstrip 3)
E. How supervisors see attitudes	5 minutes	Handout - "How Supervisors see Attitudes" page 9-3-2 and 9-3-3
F. Questions and Answers	1 minute	
G. Optional exercise	5 minutes	Audio tape - "Too Many Days Absent" (W.O.W. I - Discussion tape B2, situation 3)

HOW SUPERVISORS SEE POSITIVE ATTITUDES

1. Cooperation - following rules, helping others.
2. Honesty - Informing supervisor of broken or damaged goods, no stealing, no lying.
3. Initiative - Looking around for other things to do when your job is completed, taking extra courses, finding out as much as you can about your job and your company.
4. Willingness to learn - Take extra courses, attend work-related workshops.
5. Willingness to follow directions - Doing work according to company rules and policies.
6. Dependability - Doing what you are supposed to do, when you are supposed to do it.
7. Enthusiasm - Eagerness, positive energy level.
8. Acceptance of criticism - Taking information with understanding tone and using these comments to improve your performance on the job.
9. Loyalty - Doing things to improve company image. Supportive comments about co-workers or boss.
10. Regular attendance - Being on time, limiting number of absences.

HOW SUPERVISOR SEE NEGATIVE ATTITUDES

1. Cooperation - Not working with the team (doesn't help others), lack of courtesy, "bad mouthing" your co-workers and boss. Putting everyone and everything down. Not following rules.
2. Honesty - Lying, cheating on company time (playing, talking), stealing.
3. Initiative - Doesn't have any new ideas, doesn't follow through, never does anymore than you are given to do, lazy, just doing enough to get by.
4. Willingness to learn - Not flexible, not adaptable to change, lazy, careless (not paying attention to work).
5. Willingness to follow directions - Doesn't pay attention to rules.
6. Dependability - Doesn't come in on time, always tardy.
7. Enthusiasm - Lazy, easily distracted, no energy.
8. Acceptance of criticism - Becoming angry, blaming others for error, not listening.
9. Loyalty - "Bad mouthing" company, boss, and co-workers.
10. Regular attendance - Always late, many absences.

Unit 9 - Human Relations on the Job

Lesson 3 - Attitudes and Their Affects on You in the World of Work - Part II

A. "People become aware of your attitudes by your behavior. Your boss sees your positive attitudes when:

1. The quality of your work is good.
2. The quantity of your work is good.
3. Your body language shows - eagerness, enthusiasm.
4. You communicate assertively.
5. You get along with co-workers.
6. You arrive to work on time.

Note: Explain to students this is "flashback", since they have seen later tapes (#3-8). Emphasize the material, not the order of events.

B. Introduce the next two parts of the video: "Just Around the Corner"- "Behavior on the Job" and "Responsibilities on the Job" (tapes #1 and 2).

1. Show video.
2. Discuss the following points:
    a. Otto's attitude - no work, all play.
    b. Larry's attitude - good worker, initiative.
    c. Joe's attitude - good worker, good abilities, initiative, strengths (personality, communication skills).
    d. Smilin' Ed - good work, limited initiative weakness (personality)
    e. Jones - because of good initiative,(he took an extra course), he received a better job.
3. Conclude: "Attitudes show in your behavior. Your behavior shows the supervisor positive or negative attitudes. Positive attitudes are demonstrated in your initiative, cooperativeness, dependability, use of strengths to their best advantage, etc."

C. "Let's briefly talk about negative attitudes." Highlight:

1. Otto's lack of productivity. Ask: "What is the basis of his lack of productivity?"
    a. "His attitude says I don't like what I am doing."
    b. "His behavior shows this in little work, lots of talk, only play."
    c. "Otto has no initiative on the job. He also lacks dependability (always late, many absences)."

3. "His attitude is based on his needs and wants."

   a. Elicit Otto's needs and wants from students:

      1) Need - Otto's top need is esteem "I am a good guy". (See Maslow's pyramid Unit 2, Targeted Choice.)

      2) Want - Otto's top want is to deal with people not boxes.

   b. Conclude: "If Otto understood his needs and wants he would have probably taken a different job. A job which would have matched his needs and wants. This could have possibly helped Otto have a positive attitude toward work. With a positive attitude he probably would not have been fired."

4. "What about Otto's non-verbal message?" Cover:

   a. Otto's boredom which he showed by the careless stacking of boxes, his constant leaving of his work area, repeated lateness and absences.

      1) State: "Boredom is a negative attitude which showed itself in Otto's behavior (lateness,carelessness). The result of Otto's behavior was:

         a) Meeting with supervisor (Joe).
         b) Firing by supervisor (Joe)."

      2) Ask students, "How can you reduce boredom at work?" The answers should include:

         a) Quit - play audio tape "Fast Exit" W.O.W. I tape #14.
         b) Get fired.
         c) Whenever possible vary the order of the job duties.
         d) Speak to reliable experienced co-workers about how they reduce boredom.
         e) Speak to the supervisor, s/he may have some good tips.

   b. Another way Otto's negative attitude about his job showed up was through his frustration. Mention Otto's frustration was shown when "Smilin' Ed" asked him about working. Ask students "How did Otto react to Ed's question about work?" The answers should include, in anger.

      1) Ask students to brainstorm other ways frustration can be shown. The list should include:

         a) Throwing things
         b) Yelling
         c) Punching someone
         d) Quitting
         e) Walking off the Job

2) Ask students, for suggestions to reduce frustrations. The list should include:

   a) Quitting
   b) Firing
   c) Taking a walk
   d) Talking to reliable co-workers or supervisor
   e) Listen to music (distract yourself)

5. Conclude: "Negative attitudes like positive attitudes are shown in your behavior. If you don't wish to get fired, find constructive ways to handle boredom and frustration."

D. "Let's spend a little time understanding how a negative attitude affects others on the job. This next filmstrip 'Absenteeism' may help you understand why supervisors have to fire employees who have negative attitudes. It shows that absenteeism directly affects your co-workers and supervisor. Let's see how."

1. Show the filmstrip "Absenteeism" (Guidance Associate tape 3)

2. Discuss

   a. "What is Kay's attitude towards work?"

   b. "How did Kay's attitude affect her co-workers and the patients?"

   c. "How did Kay's supervisor see Kay's attitude?"

   d. "If you were Kay's supervisor what would you do?"

   Note: Encourage students to use decision making skills.

   e. "What values did you use in making your decision?"

3. "Kay had a problem which is called a 'values clash'. This occurs when two equally important values sharply conflict with one another."

   a. Explain Kay's value clash: "Kay values work as a way to get money to maintain her lifestyle. Kay also values, with the same degree of importance, spending time with her children. Kay is trying to keep both satisfied, but they are getting in the way of each other."

   b. Elicit from students whether it is possible to satisfy both of these values.

   c. Have students make Kay's decision by using decision making skills.

E. Distribute "How Supervisors See Attitudes" page 9-3-2 and 9-3-3. Discuss each point. Highlight:

1. How positive attitudes increase productivity.
2. How negative attitudes decrease productivity.

F. Questions and Answers.

G. Optional exercise - "Too Many Days Absent" (World of Work I - Discussion tape B-2, Situation 3).

Unit 9

Lesson 4

Lesson Overview

Title: Dealing with Your Supervisor.

Purpose: To help the students understand positive ways of dealing with the Boss.

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Introduction to dealing with supervisor	10 minutes	
B. How supervisors view their position	5 minutes	Audio tape - "Supervisor's Are Human Too" - (W.O.W. I, tape #8)
C. Problem between boss and employee	15 minutes	Audio tapes - (W.O.W. I, Discussion tapes) 1. "Do it Our Way" (tape A1, Situation 3) 2. "The Wrong File" (tape B1, Situation 2) 3. "That's part of Your Job" (tape B2, Situation 1)
D. How workers deal with supervisor	5 minutes	
E. Role play - Dealing with supervisors	10 minutes	
F. Optional exercise	10 minutes	

Unit 9 - Human Relations on the Job

Lesson 4 - Dealing with Your Supervisor

A. "The most important work relationship for you is with your supervisor. This relationship can speed up your personal progress or slow it down. It can make work enjoyable or a drag. It can sharpen your abilities and strengths or it can frustrate them. There is no way to avoid human contact or human relationships on a job."

1. "That Very Important Person - Your supervisor, good or bad, must be dealt with if you are to succeed and stay on the job."

2. "It's up to you to understand him/her and work well under his/her kind of leadership. This means:

   a. You have to help by being flexible.
   b. You have to help to provide understanding.
   c. You have to help build trust.
   d. You have to help build good communication."

3. "Communication is a great part of building this relationship with your boss. Lead a discussion and include the following points:

   a. "Before you talk to your boss about your problems, you should make sure that it's a work problem. What's the difference between work problems and personal problems?" Divide blackboard in half and list a few of each.

   b. "When you're ready to talk to your boss, you should make an appointment. Before the date of the meeting make a list of what you wish to talk about. Work your problem through to step 3 of decision making."

   c. "Relax. Think of your boss as a human being. Don't be intimidated. Don't be buddy-buddy. Be assertive. State things positively. Be polite."

   d. "If your boss is unfair keep calm. Try to get him to help you work through your problem from step 3 to 5 of the decision making process."

B. To help students understand one picture of how the supervisor views his job, play "Supervisors Are Human Too." (World of Work I tape 8) and discuss.

C. Problems between boss and employee:

1. "Now that you know supervisors are human and since all human beings are different, there must be many types of supervisors. Let's look at some of the types of supervisors." Play and discuss the following tapes:

a. "Do It Our Way"- (World of Work I, Discussion tape A1, Situation 3)

b. "The Wrong File"- (World of Work I Discussion tape B1, Situation 2)

c. "That's Part of Your Job"- (World of Work I tape B2, Situation 1)

2. Conclude: "These tapes showed three different situations involving supervisors."

a. "Do It Our Way"- A supervisor is shown enforcing company rules.

b. "The Wrong File"- A supervisor is seen offering constructive criticism to an employee.

c. "That's Part of Your Job"- A supervisor is heard enforcing a job description.

d. Supervisors have many roles or tasks to play at work. Have students list other roles. The list should include:

1) Supervisor of rules and regulations.
2) Supervisor of job duties .
3) Constructive criticizor.
4) Evaluator.

D. "We discussed how supervisors deal with workers. Now, how do workers deal with supervisors?"

1. Ask: "What would you do if your supervisor is unreasonable?" The list should include:

a. "Discuss your feelings with the supervisor. Remember to use assertive communication. Be polite."

b. "Check with other workers. See if they have the same problem."

c. "Get suggestions from co-workers. Think before you use them. Use decisions making skills."

2. Ask: "How would you deal with a boss who did not live up to his job duties?" Develop a list.

3. Conclude: "Supervisors are your bosses. They can hire or fire you. You do not have the power to fire them. If the job is important remember:

a. Be flexible.
b. Keep communication going.
c. You have a job to do."

E. Role play. Remind students before each role play to use their communication and decision making skills in the role play. Read the situations. Choose two students to role play each one.

1. "Henry is a truck driver for the Acme Frozen Food Company. Henry has been on the job for three weeks. He was at a party the night before and hasn't had much sleep. It's a hot summer afternoon. Henry is 40 miles from the warehouse. His truck is loaded with frozen food for the local supermarkets. His truck stops. Henry checks the gauges. The gas gauge shows no gas. Henry forgot the first rule of the company, always check the gauges before you start a trip. Henry has to walk five miles to a phone. When the tow truck arrives, the frozen food has begun to defrost. When he arrives at the warehouse, the food is spoiled. Henry knows the boss will be mad."

   a. Have Henry start the role play; what will he say?
   b. How will the boss respond?

2. "Tom, was just appointed new floor supervisor. Every Tuesday it is a company policy for all floor supervisors to meet with the President of the company. Tom has spent two full days preparing for the first meeting. He receives a phone call Tuesday morning from the President's secretary. She surprised Tom by asking: 'Where were you yesterday (Monday)? We missed you.'"

   "Tom knew the President's secretary always called to alert Floor Supervisors about the meetings. What happened to Tom's call about the change of the meeting date? Why didn't Tom's secretary tell him about the change in the date? Tom looked around on his desk and found a memo from his secretary. The memo said, 'Meeting cancelled Tuesday 10/22, changed to Monday, 10/21.' Tom was so busy with his ideas he forgot to check his messages."

   a. "What should Tom do?"

   b. "Should Tom talk to the President? What should he say?"

   c. "What will the President say to him?"

3. More "On the Job Situations" can be created by you for role plays.

4. After each role play discuss the students' decisions and communication skills. Check with other students for alternative courses of action.

5. Note the students' behavior: aggressive, passive or assertive. Inform students of their behavior and, discuss the consequences of each behavior pattern. If these behavior patterns didn't occur, mention them. Then cover consequences of each.

F. Optional exercise-Role play and discuss afterwards:

1. Dealing with a male boss -"Your male boss (Hank) gives a lot of instructions for a job at one time. He then expects the job to get done. You have been on the job for four weeks. This is the first time you are doing a job alone. You have just received your first set of long instructions. Half of them you have already forgotten."

   a. "What should you do?"

   b. "Should you do only what you remembered?"

   c. "Should you ask the boss to repeat the instructions?"

2. Dealing with a female boss - Use the same situation. Subsitute a female boss (Mary) for the male boss (Hank). After this role play, ask the students:

   a. "How did you deal with the male boss?"

   b. "How did you deal with the female boss?"

   c. "Were the decisions different?"

   d. "Why?"

Note: Encourage students to use decision making and communication skills. If the decisions between male and female bosses differ, ask students to check their value system. Discuss this further if necessary.

Unit 9

Lesson 5

Lesson Overview

Title: Dealing with Co-workers

Purpose: To assist students in the use of skills to build good relationships with co-workers.

Equipment: None.

Activities	Time	Resources/Materials
A. Introduction to dealing with co-workers	2 minutes	
B. Importance of good co-worker relationships	5 minutes	
C. Types of co-workers	10 minutes	
D. Problems with co-workers	3 minutes	
E. Strategies to deal with co-workers	5 minutes	
F. The helpful co-worker	5 minutes	
G. Summary of co-worker relationships	5 minutes	
H. Optional exercise - Rate the six types of co-workers	10 minutes	
I. Optional exercise - Team interdependency role play		

Unit 9 - Human Relations on the Job

Lesson 5 - Dealing with Co-Workers

A. State: "Last lesson we talked about getting along with your supervisor. Today, we will discuss how to get along with your co-workers.

B. "It's important to learn how other people on the job feel about you and your work. It's important to keep these feelings positive." Elicit why it's important to keep feeling of co-workers positive. List the responses and discuss each:

1. "To keep the team work going well. Workers depend on each other to get their jobs done. This is true of all jobs which have more than one employee.
2. "So co-workers share information."
3. To keep yourself and others comfortable.

C. Ask: "With what type of co-workers do you think you would enjoy working?" List the answers and discuss each. The list should include:

1. Helpful co-worker - patient, polite, helpful and supportive.
2. Unhelpful co-worker - rude, won't answer your questions, talks about everything negatively, including you.
3. Slave driver co-worker - wants you to do everything for him.
4. Loner worker - wants to be left alone; nobody helps him and he helps nobody.
5. Talkers - continuous, non-stop talker.
6. The "know it all" - s/he can and will tell you everything you need to know, right or wrong.

D. "The problem with #2 through 6 is that they slow down productivity, e.g.: the co-workers which were un-helpful, slave drivers, loners, talkers and know-it-alls limit their time working by doing non-productive jobs. No employer pays you to sit alone because your task is done or to spend your time talking."

E. Elicit and discuss strategies in dealing with co-workers. The strategies should include:

1. "Limit the 'talking co-worker's' time with you during work hours by using your communication skills. Be assertive, e.g., tell the talker you are busy, but you'll talk to him after work."

2. "Try to build a relationship with the 'un-helpful' co-workers by helping him/her when they need it. Maybe when the time arises they will help you."

3. "The know it all. He likes questions, so ask him ones you know. Don't get into trouble with wrong information."

4. "The Slave Driver - He wants control. Be assertive. Tell him/her politley you are busy with your own work."

F. "We have discussed problem co-workers. Let's now listen to a helpful co-worker."

1. Play advice from an experienced co-worker (World of Work I, Discussion tape A-2, Situation 2).

2. Discuss her:

   a. Helpfulness
   b. Patience
   c. Supportiveness
   d. Courtesy

G. Conclude: "Co-workers are human, with many different personalities. Try to work with all co-workers whenever possible. Remember you have a place on the team. Fellow workers will depend on you. So:

1. "Remember some of the types of workers and the strategies for dealing with them which we talked about today. The strategies will keep good feelings going between you and your fellow workers. That will help you do your job well."

2. "Remember the image you wish to show, your good attitude, and your future on the job."

H. Optional exercise.

1. Have students rate in their order of preference (with whom they would most like to associate) the six co-workers discussed earlier. Ask them to explain their decisions. Which values did they use?

Note: Encourage them to use the decision making process you have taught them.

   a. The problem - rate co-workers.
   b. The choices - talker, know-it-all, etc.
   c. Evaluate the consequences of each choice.

Optional exercise - Team interdependency role play.

This role play is used to reinforce the concept of team work and the importance of each member's full participation. The topic of this script can be altered as your situation requires. The use of classroom furniture or equipment will add to the pantomime.

The script - A racing car pit stop.

1. Select a student to portray each of the following:
   a. Front left tire changer.
   b. Front right tire changer.
   c. Back left tire changer.
   d. Back right tire changer.
   e. Oil changer.
   f. Radiator checker.
   g. Windshield cleaner.

2. Give the student a description of their jobs, e.g., the radiator checker has to:
   a. Get a rag.
   b. Open radiator cap.
   c. Check coolant level with an instrument.
   d. Adjust level of coolant.
   e. Fill with water.
   f. Replace radiator cap.

Note: Each worker should have the same number of tasks, (the above has 6).

3. After each worker has received their job assignments, tell them; "the car you are servicing is the second car in the race. If you work together and quickly you may win. If you win, a big bonus will go to each of you. Time is important, work together. If you finish help another worker.

Note: It may help with time to have each student's job tasks written on an index card.

4. Use a stop watch or a minute glass to evaluate their time. You may wish to set a time limit of a minute, 2 minutes, etc.

5. After the role play, critique the workers cooperation and efficiency. Emphasize, how their efforts got the job done or didn't. Relate this to team work in the world of work.

Note: You may wish to have two teams compete and add a new dimension of competing corporations or businesses. For other suggestions on other pantomime role plays see "Teaching Tips", "Appropriate Tricks".

Unit 9

Lesson 6

Lesson Overview

Title: Dealing with the Customer.

Purpose: To assist the students in the use of decision and communication skills on the job.

Equipment: Audio tape player, filmstrip projector/audio tape player.

Activities	Time	Resources/Materials
A. Introduction to dealing with customers	2 minutes	
B. Types of customers	3 minutes	
C. Strategies for dealing with Customers	10 minutes	
D. Summary	2 minutes	
E. Trouble situation with a customer	10 minutes	Audio tape - "Handling a Trouble Situation with a Customer" (World of Work 3, tape 8)
F. Summary	1 minute	
G. Questions and Answers	2 minutes	
H. Role plays	15 minutes	
I. (Optional) failure to communicate	5 minutes	Filmstrip/audio tape - "Failure to Communicate" (Guidance Associate, filmstrip 2)

Unit 9 - Human Relations on the Job

Lesson 6 - Dealing with the Customer

A. State: "Many workers are people-servers. The job of a people server is to serve the customer."

1. Brainstorm a list of jobs which involve customers.

2. Explain "Satisfied customers return and bring friends, neighbors and family. Without them the business will not make money. If the business doesn't make money, you are out of a job. So, take care of the customer."

B. "Since customers are human too, there are different types of customers. Let's list some of these. The list should include:

1. The patient and understanding customer.

2. The impatient "It's all your fault" customer.

3. The loud and aggressive customer (pushy).

4. The unclear about what they want customer.

5. The know it all customer."

C. Continue "Customer satisfaction is your job. How would you deal with each of the listed customers." Help the students through discussion to identify strategies for each customer. These should include:

1. The impatient "it's you fault customer": "Use communication skills. Be assertive. Be polite. Explain you would like to help the customer get out quickly but in order to serve him/her well, it will take a few minutes."

2. The loud and pushy customer: "Be calm. Keep your voice down. Remember your image as a worker. Remember, keep the customer satisfied. Relax. Serve the customer and keep your assertive skills handy."

3. The "unclear about what they want customer" -

   a. Use of good communication skills:

      1) "Be a good sender, ask clear questions.
      2) Be a good listener or receiver. Pick up as much information as possible."

   b. Use decision making skills. Below are two steps of the process:

      1) "Help the person identify a problem they wish to solve.

2) Help them identify choices.

4. The"know it all": "Don't get caught in technical terms you don't understand. Use communication skills. Find out as politely as you can other names for the object or product they are talking about."

D. Conclude: "Customers are human beings. Like all human beings they are all different. We discussed afew outstanding problem customers and strategies to deal with them. Keep your communication and decision making skills sharp. Use them."

E. "Now let's learn how two different employees handle a problem customer."

1. Play "Handling a Trouble Situation with a Customer" (World of Work 3, tape 8).

2. Discuss the 2 strategies used.

3. Have students decide which was the best or most effective way. Why?

F. State: "There are as many strategies as there are people. Remember the best strategy is the one which solves the problem, and:

a. Keeps the customer satisfied.
b. Is within reason.
c. Makes you feel comfortable.
d. Let's you look good to your boss.

G. Questions and Answers.

H. Role plays - read the situation. Choose students to role play each one. After each role play, discuss the choices. Emphasize the consequences of each decision.

1. "You are a cashier for a local supermarket. You have just completed ringing-up a large grocery order. The cost of the order is $43.00 The customer gives you $50.00 in two twenties and one ten. You put the money in the cash drawer. You give the customer $8.00 change. The customer complains that you short changed him. He then states that he gave you $60.00, (three twenties).

a. What do you say to the customer?
b. What do you say to your boss?"

2. "You work for the complaints department of a local clothing store. A woman customer is returning a dress without the sales tags. The dress looks like it has been worn more than once. It is company policy not to take returned cloth-

2. ing without sales tags. The woman is now demanding the return of her money.

   What do you say to the customer?"

Note: Try to encourage several different behavior patterns (aggressive, passive and assertive). Discuss the consequences of each.

I. Optional - "Failure To Communicate" sound filmstrip from the series "Trouble at Work." You may wish to use this in addition to "Handling a Trouble Situation with a Customer." The filmstrip discusses customer dissatisfaction when a worker doesn't communicate effectively.

Unit 9

Lesson 7

Lesson Overview

Title: Succeeding in a New Job.

Purpose: To Review the Unit.

Equipment: None.

Activities	Time	Resources/Materials
A. Review of Unit	20 minutes	
B. Four points for success on the job	5 minutes	
C. Summary	2 minutes	
D. Review Questions	18 minutes	Handout - "Review Questions" page 9-7-2
E. Answer Key to Review Questions		

Name ______________________________

Date ______________________________

Unit 9 - Review Questions - Human Relations on the Job.

1. Read the following statements. If you agree with a statement, write agree on the line in front of the statement. If you disagree, write disagree on the line.

________ 1. One of the important factors in job success is attitude.

________ 2. Frustration is a sign of positive attitude.

________ 3. Boredom could be a sign of negative attitude.

________ 4. Aggression is the best physical and emotional way to take out your anger on someone else.

________ 5. The person with a negative attitude about his/her job is not very enthusiastic about it.

________ 6. One of the most important working relationships is with your supervisor.

________ 7. No matter what kind of boss you have, it is up to you to learn to understand him/her and work well with him/her.

________ 8. When you are given directions about how to do your work, it is all right to do a job differently if you know a better way.

________ 9. The person who enjoys his work is usually a good worker.

________10. If you cannot be loyal to your employer and to the company, it may be best to look for another job.

________11. Your employer should evaluate your work and tell you what is good and bad about how you do your job.

________12. In order to get along with co-workers, it is best not to offer to help them if your work is done.

________13. The worker who tells you about a mistake you are making in doing your work, is doing you a favor.

________14. If you are not sure about how friendly you should be as a beginning worker, it is best to be overly friendly.

________15. If you are fired from a job, it is okay to yell at the boss and tell him off. After all, you have nothing left to lose.

________16. When you start a new job, it is a good idea to be sure the other workers know about your training and education. You should impress them with how smart you are because they will like you better.

________17. It's a good idea to eat right and get plenty of sleep when you're starting a new job.

________18. If you goof on the job, cover it up. Don't let anyone know, because you will look bad and maybe lose your job.

________19. If you need to write down instructions, don't do it while the person giving them to you is talking or watching.

________20. When you leave a job, you should try to leave it "with your best foot forward." The boss will be more likely to give you a good recommendation.

________21. Discrimination is a form of labelling.

________22. Attitudes are effected by values.

________23. Absenteeism could be a sign of a negative attitude towards the job.

________24. Human Relations on the job includes working with your boss, co-workers, and customers.

II. Write P in front of eight behaviors which reflect a worker's positive attitude. Write N in front of eight negative behaviors. Any others that you identify correctly give you extra points.

1.____ Smiles easily.

2.____ Critical of others.

3.____ Blames others for mistakes.

4.____ Complains a lot.

5.____ Able to see the other person's point of view.

6.____ Has many interests.

7.____ Almost never complains.

8.____ Thinks about what is helpful to co-workers.

9.____ Looks others in the eye when talking.

10.____ Must be lead by the hand, shows no initiative.

11.____ Accepts responsibility for own mistakes.

12.____ Thinks only of self. "What's in it for me?"

13.____ Often makes excuses.

14.____ Willing to change ideas, dress or behavior.

15.____ Rarely smiles, may frown a lot.

16.____ Rarely makes excuses.

17.____ Respects ideas of others.

18.____ Willing to take the initiative: looks for things to do.

19.____ Is often bored.

20.____ Tries to force ideas and opinions on others.

21.____ Discrimination on the job in hiring practices.

22.____ Tardiness and absenteeism.

Unit 9 - Human Relations on the Job

Lesson 7 - Succeeding in a New Job

A. Highlight-

1. "Attitudes:

   a. Are based on values.
   b. Are visible in your behavior.
   c. Can help you succeed or fail on a job.
   d. Can be changed."

2. "Discrimination:

   a. Is an attitude.
   b. Is based on generalizations.
   c. Restricts people's abilities to be treated fairly."

3. Dealing with your boss or supervisor.

   a. "We discussed what supervisors are and what some of their tasks on the job are.

      1) Supervisors are human too.
      2) Supervisors make errors.
      3) Supervisors have the power to hire and fire you."

   b. "Here are some tips or strategies to develop a good relationship with your supervisor:

      1) Be flexible.
      2) Be understanding.
      3) Help keep communications going.
      4) Make appointments when you need to see him/her.
      5) Know the difference between work and personal problems.
      6) Be polite.
      7) Watch your attitude. Keep it positive. It does show."

4. "Dealing with your co-workers:

   a. All co-workers are human.
   b. Some you will like better than others.
   c. Be helpful.
   d. Be patient.
   e. Be understanding.
   f. Keep good communication going.
   g. All workers are a member of a team, each depending on the others to get the job done."

5. "Dealing with the customer.

   a. Serving the customer is your job.
   b. Keep good communication going.
   c. Use good decision making skills to be sure the customer leaves with the correct product or service.

d. Keep the customer satisfied."

B. Discuss things which increase success on the job:

1. "Positive attitude.
2. Your strengths.
3. Your abilities.
4. Your training and willingness to increase your skills level."

C. Conclude: "All of these things are needed for on-the-job success. Your success is mostly up to you. Prepare well and work at it. It doesn't come easy to anyone. Use your skills of communication and decision-making to your best advantage."

D. Distribute "Review Questions."

E. Review Question Answer Key.

Part I

1. Agree
2. Disagree
3. Agree
4. Disagree
5. Disagree
6. Agree
7. Agree
8. Disagree
9. Agree
10. Agree
11. Agree
12. Disagree
13. Agree
14. Disagree
15. Disagree
16. Disagree
17. Agree
18. Disagree
19. Disagree
20. Agree
21. Agree
22. Agree
23. Agree
24. Agree

Part II

1. P
2. N
3. N
4. N
5. P
6. P
7. P
8. P
9. P
10. N
11. P
12. N
13. N
14. P
15. N
16. P
17. P
18. P
19. N
20. N
21. N
22. N

Unit 9

Lesson 8

Lesson Overview

Title: Changing Jobs

Purpose: To assist the students in the understanding of the characteristics of job changes..

Equipment: Audio tape player.

Activities	Time	Resources/Materials
A. Introduction to changing jobs	3 minutes	
B. Vocabulary of job movement	5 minutes	
C. Characteristics of job moves	20 minutes	Audio tape - (World of Work I, Discussion tape) 1. "Asking for a Promotion" (tape D, Situation B) 2. "Boss, I Found a New Job" (tape D, Situation A) 3. "Do You Think I Should Quit" (tape D, Situation C)
D. Summary	2 minutes	
E. Role Play	15 minutes	

Unit 9 - Human Relations on the Job.

Lesson 8 - Changing Jobs

Note: This lesson appears after the "Review Questions" as introduction to the next unit, "Looking Ahead".

A. State: "There are several types of job changes:

1. You can change jobs within the company. This is called a promotion.
2. You can change jobs by resigning or quitting.
3. You can be asked to resign.
4. You can be fired."

B. "Before we discuss the different characteristics of each type of job move, let's talk about the vocabulary of changing a job." Ask students to define:

1. "Quit - To leave the company immediately."
2. "Resign (resignation) - To notify the boss in advance that you plan to leave the company."
3. "Fired - To be told to leave by the boss because of poor performance."
4. "Promoted - To advance in a higher position within the company."
5. "Laid-off - To be asked to leave by your boss because of a shortage of work or money."

C. Continue with a discussion of the characterisitics of each job move.

1. Changing jobs within the company.
   a. "Promotion - To move an employee to a position higher than his/her present position. This move includes salary increases and new responsibilities. Let's hear a tape on how to ask for a promotion." Play and discuss "Asking for a Promotion". (World of Work I, discussion tape D Situation B.)
   b. "Lateral movement - To move an employee to a position equal to their present position. The salary doesn't change. The job responsibilities do change. The job machines and/or office will also change."
2. Changing jobs outside of the company.
   a. "If you find a job which offers better advancement, pays more, or offers more security, you may decide to leave your present company. This leaving is called 'resigning'."

Ask students if they know about the process for resigning. The list should include:

"Two weeks or more notice, to your boss in advance of when you leave. This notice can be in the form of a letter or verbal. It should include the reason for leaving:

b. "Some resignations are for advancement or promotion others are for lateral movement. The lateral movement with the new company could include better pay, better benefits, etc."

c. Play and discuss tape "Boss, I Found a New Job" (World of Work I, discussion tape D, Situation A).

3. Quitting -

a. "This is usually done in anger. You have been unhappy at the job and decide to leave. Quitting is usually done without planning for the future. Usually the quitter has not lined up another job."

b. Play and discuss World of Work I, discussion tape D, Situation C) "Do You Think I Should Quit?"

c. Discuss topics:

1) "What things should you consider before quitting?"
2) "What information should you give your boss before quitting?"
3) "Will quitting create problems when you look for your next position?"
4) "Should you expect a good recommendation from your boss?"

4. Fired -"This occurs when the boss is unhappy with your performance on the job and asks you to leave. You didn't meet his expectations."

a. Ask:"What's the best thing to do now?" The answers should include:

1) Leave.
2) Argue with the boss.
3) Try to convince the boss he is wrong.

b. Role play several of these situations. Emphasize aggressive, passive and assertive behavior. Discuss the consequences of each.

c. Remind the students of Otto in "Just Around the Corner". He was fired because he was in the wrong job. What happened when Otto found the right job? Again, their needs, wants, values, interest and strengths are important in good job selection.

5. Lay-off - Remind students of Larry in "Just Around the Corner". Larry was asked to leave because of a shortage of company money. Larry was a good worker. Ask students the difference between

being fired and being laid-off. The list should include:

Lay-Off	Fired
1. Unemployment benefits	1. No unemployment benefits[3]
2. Good reference	2. Bad or no reference
3. Would be asked to return	3. Would not be asked to return
4. Worker can't control (good workers can get laid-off)	4. Worker generally can control (good workers generally don't get fired)

D. Summary.

1. State:"There are several ways to leave a job. You can:

   a. Quit.
   b. Resign.
   c. Be fired.
   d. Be promoted.
   e. Be laid-off."

2. Ask students to quickly list the definitions for each.

3. Encourage students to minimize the number of their changes. Encourage job change only as a method of growth and experience.

E. Role play - read each situation. Pick a student for each character. Encourage different behavior patterns (aggressive, assertive and passive) and discuss the consequences of each.

Situation 1 - "You have been on the job as a cashier for four weeks. The boss calls you in and says you are fired. Your cash drawer has been short every day.

   a. What should you do?
   b. What should you say?"

Situation 2 - "You are being laid-off because the company is losing money due to lack of sales.

   a. What should you say to your boss?
   b. What information would you need before you leave the company?" Possible answers - "When will I be able to return? Do you know of, or anticiapte, any job openings?"

---

[3] Call your local unemployment office for exceptions to this statement.

OVERVIEW OF UNIT 10 - "LOOKING AHEAD"

Unit Purpose

To have students:

- Begin looking at and planning their future, particularly regarding their future in the work world.
- Review their values and career choices to see if anything has changed during the course.
- Be sure they understand how the complete course fits together and why all this information is important.
- Begin planning their immediate future regarding the world of work.
- Evaluate the course content, style and methodology.

Unit Lessons

Lesson 1 - Looking ahead. This is the only lesson for this unit. It may be delivered in one or two 45 minute sessions (see lesson note). The lesson addresses all of the purpose statements listed above.

UNIT 10 - "LOOKING AHEAD"

Unit Notes

This unit should be focused in one of two ways - 1) for students about to begin an actual job search or employment; or 2) for students who will be putting their effort into further education or training in the immediate future. For the first group, a review of Units 2, 3, 5, and 6 for those about to begin a job search, or Units 7, 8, and 9 for those about to begin employment, should be coupled with encouragement to remain in contact with the instructor and classmates for support, feedback, or advice as problems arise. The class can be continued as a formal support/follow-up group meeting once or twice a week for as long as needed. Students should be encouraged to discuss their successes, frustrations, hopes, and disappointments; as well as problems or questions they have about their job search or job. For students looking for work, this group could function as a "job finders club", where students share job leads, encouragement, and help keep away the job-hunting blues.

The second group mentioned above, those who will be continuing with their academic and/or vocational training (by choice or because they will be in a residential facility for an extended period of time), should be reminded of Units 1 and 2, particularly the beginning they made toward identifying an appropriate career area. They should be encouraged to pursue this further through reading, talking with people working in that field, and by continuing to examine their interests and abilities.

These two foci are not mutually exclusive; both groups should address both issues, but the emphasis of this unit should be most heavily targeted toward the youth's immediate future. Youth about to enter the work force should be encouraged to continue their own career research and examination; and youth who will not be working or looking for work in the near future should still be reminded of all the skills they will need when they do go to work.

Unit 10

Lesson 1

Lesson Overview

Title: Looking Ahead

Purpose: To summarize the course and give students an opportunity to begin planning their life in the work world. To have students evaluate the course.

Equipment: None.

	Activities	Time	Resources/Materials
A.	How you will earn your living	5-10 minutes	
B.	Where are you going?	10-15 minutes	
C.	Any changes since the start of the course?	5-15 minutes	
D.	Course summary.	5-10 minutes	
E.	Planning for the next few weeks/months.	10-15 minutes	
F.	Students' evaluation of the course	10-15 minutes	Handouts- "Your Opinion" page 10-1-2 and "Overall Evaluation" page 10-1-4.
G.	Good-bye		

Name ____________________
(optional)

YOUR OPINION

Please rate each type of teaching activity we used. Mark the box to show how useful it was in helping you learn.

	Very Helpful	Helpful	OK	Not Too Helpful	Confusing	Boring
1. Teacher talked to the class.						
2. Class discussion.						
3. Small group discussion.						
4. Doing a written exercise and talking about it.						
5. Doing exercises that showed you information about yourself.						
6. Role playing (practicing).						
7. Watching videos.						
8. Watching filmstrips.						
9. Listening to tapes.						
10. Doing the review questions.						

What most helped you learn? ____________________

____

What was the least helpful in your learning? ____________________

____

What would help you learn better? ____________________

____

Please rate the topics we covered. Mark those which were interesting and useful to you.

	Very interesting or useful	Interesting	Sort of interesting or useful	Not very interesting or useful	Boring or confusing
Who Am I?					
What Career Should I Choose?					
How Can I Look for a Job?					
Want Ads and Employment Agencies					
Communication Skills					
Applications					
Interviews					
Decision Making Skills					
Information for a New Worker					
Attitudes and Behavior on-the-job					
Looking Ahead					

NAME ______________________________ DATE ________________
(optional)

OVERALL EVALUATION

We need to know what you think you learned in the class sessions and whether you feel they were of value to you.

1. What things do you know more about because of these sessions? (examples: my values, different approaches to decision-making, career clusters, how to find a job, how to keep a job, etc.)

2. Are there things you think you can handle better in your life because of these sessions? (examples: how to find or keep a job, getting along with others, making good decisions, being in charge of my life.)

3. Was the time you put into this class worth what you received from it?

   ________ Yes ________ No (Why?)

4. How does this class compare to other courses?

5. Do you think you looked at things in these sessions that are not covered elsewhere? ________ Yes ________ No (explain briefly)

6. Would you recommend this course to a friend? ________ Yes ________ No
   Why or Why not?

Unit 10 - Looking Ahead

Lesson 1 - Looking Ahead

Note: If students (or you) are anxious to end the course, complete this material in 45 minutes. If the students enjoy discussion, planning and feedback, this can be easily expanded to two 45 minute lessons. The first lesson could end after Section D. Sections E and F can be easily expanded with a vocal and interested group. The students' feedback is important, so be sure you leave sufficient time for that. If you plan to post-test the students, you will need to cover this material in two lessons.

A. Begin this lesson with: "This is the end of the course. We have covered a lot of ground to get you ready for the world of work. Your future is filled with decisions you will have to make. One of these is how you will get the money you will need to live your lifestyle." Have students brainstorm general categories. Summarize the brainstorming along these lines:

1. "There are four basic ways to do this:

   a. You can work at a regular job.
   b. You can marry a rich person or let your spouse earn the money for your family.
   c. You can go on welfare.
   d. You can do something illegal."

2. "Each option has different consequences, even though they all have the same outcome of earning you money, or do they? Let's evaluate these four choices more closely."

   a. "Doing something illegal: You might get away with it - but you might get caught and your chances of getting hurt or killed or are very high. Many of you know what it feels like to get caught doing something wrong. Getting caught breaking the law can be rough. Doing something illegal offers no security, safety or fringe benefits. Maybe you'll live in jail, or 'get knocked off'. You may make a bundle of money, but many criminals end up poor and on the run."

   b. "Going on Welfare: Welfare is pretty secure; the check comes every month. But often, you even have to work for that - and, you can't choose where. There are no chances for advancement and the 'pay' is pretty poor. Even the medical benefits aren't what they once were. Welfare is good for emergencies, but if you have other options, you'll be better off pursuing them."

   c. "Marrying into money: The richer your spouse, the more money you'll have, but marrying for money could end up in a quick divorce. You could marry someone you like and let him/her earn all the money. That might work out, but what happens if your spouse is laid off, or is disabled, or dies; or what if you want more money than your spouse is earning?

If any of these happen, you'll have to look for a new spouse and/or choose one of the other 3 options."

d. "Working legally: Going to work can seem pretty tough-having to be there regularly, maybe doing things you don't like to do, and putting up with a whole bunch of rules your employer sets. But you live with rules and regulations no matter whether you work or stay home. In the long run, only working offers you a safe, secure way to meet your needs. In the long run, working offers you the most freedom to be yourself and to do what you want. You may not start out making much but in the world of work, if you do your job well, you may get promoted. After awhile, you may be making a nice, comfortable living, if you stick with it through the rough times."

3. "You are the one who has to decide. I hope you choose to work legally."

4. If this introduction has elicited responses from students,explore further and reinforce working as the best option available.

B. Continue as follows:

"Over the last few weeks (months) we have spent a lot of time talking about and exploring such things as effective communication, values, decision-making, work attitudes and expectations. The idea was to give you a chance to look at yourself and your skills, and to look at work in a different way.

Sometimes the hardest thing to look at is yourself. But if you don't know what you want and need to make you happy, how in the world can you get it? Surely you don't want to depend on chance to bring it to you."

1. Read the following statement or write it on a flip chart: "If you don't know where you're going, you'll probably end up somewhere else."

2. Ask the students what this means. Discuss.

3. Ask them where they see themselves going. Discuss.

4. Tell them you have another handout for them. (Couldn't have a last lesson without a handout or two!) Say: "This form is to help you begin making plans for your future. You have to learn how to play basketball and practice often before you can play on a championship team. Likewise, you have to learn about the world of work and practice its rules before you can get a good job. You also have to learn about yourself and improve yourself to get that job. To do all the learning and practicing right, a basketball team has a coach. I've been filling that role with you for this class, but now you are going out on your own. This form will help you identify those areas in which you need more practice.

a. Distribute the "Looking Ahead" handout.

b. Discuss questions 1 and 2.

c. Then explain that they need to do something now to achieve their goals listed in #1 and 2. They are probably not qualified for any of their goals as yet.

d. Questions 3, 4, and 5 address this need for planning and help students identify their resources and barriers. This is a career advancement strategy. Encourage students to spend some time with it and think about these questions carefully. Tell them that they have to earn their right to a job by first developing the necessary qualifications: skills, experience, education, attitudes and behavior. By enhancing their qualifications, they will be eligible for better jobs.

e. Stress that the skills they have learned in this course will help them progress towards their goals.

f. Conclude by encouraging them to evaluate how realistic their goals are. Help them revise their goals as needed.

Note: Be sure to emphasize that you are not asking the youth to plot out their whole lives. They are still young and will change their goals many times. The key point is to have some medium and long range goals, and not to live from day to day. To achieve these goals, youth must develop a strategy on how they will get from here to there. If they have chosen goals that they care about, they will be motivated to develop a strategy for reaching them.

C. Continue with: "You have learned about many things during this course. Let's go back to the beginning and see if any of your ideas have changed."

1. Tell learners to take out their "Job Choice Survey" handout (page 1-4- 2). Have them compare the choice they made with their one year and five year goals. Does the choice fit? Discuss any difference or changes.

2. You may wish to refer back to other handouts from earlier units, particularly Unit 2.

3. If students do notice changes, talk about why their values or interests changed. Discuss the fact that they have had a chance to look closely at themselves, they've received some new information, and they have had new experiences during the time they were in this class.

4. Conclude with: "Your values will continue to change as you meet new people, hear new ideas and have new experiences. The important point for you to be aware of is: are your values changing along lines which will make you happy, comfortable, and successful?

4. As long as you truly know yourself and remain actively aware of your changing values, you can be sure that your values will reflect your real feelings."

D. Continue: "As I told you at the beginning, the purpose of this course was to prepare you for the world of work:

- To help you learn about the work world and career options open to you.
- To help you learn about yourself.
- To help you learn how to find an open job, get hired, and successfully keep your job.

To teach you this, we have covered many areas."

1. "We began with self-awareness:

   - Who you are.
   - What you need, want, and value.
   - What you can offer an employer.
   - What type of job(career) would suit you best.

   Many of the handouts you have list lots of information about you."

2. We then discussed the Job Search. You have handouts that tell you what papers you need and how to get them; and what resources are available and how to use them. Be sure to use your people resources. No one can make it on his/her own. Everyone 'gets by with a little help from their friends', that's what friends, family, and counselors are for. Use them!"

3. "We practiced completing applications and successfully handling interviews. You have some handouts to help you keep those skills sharp."

4. "Communication is one of two essential life skills. You have learned how to send and receive a clear and complete message. You also learned how to use assertive communication to solve problems. Use these skills often, or they'll get rusty."

5. Decision making is the other key skill. Anyone can react to a situation; everyone has feelings (anger, frustration, happiness) they can act on; but not everyone can think and decide before they act. Knowing yourself and your values helps you control yourself. You know how you want things to turn out, so you know which decision will be best for you. Thinking your decisions through by using the five step process is guaranteed to give you better odds for a successful life."

6. "Finally, we talked about surviving in the world of work. Learning the rules, the words, and the expectations of the workplace is the first step. Using your good human relation skills (communicating and deciding) is the second step. Put these two steps together and you've successfully completed an important dance in the music of life (the New Worker two-step)."

7. "So here we are at the end of this class. You still haven't learned everything you need to know, but you're on your way. Think about your future. Decide where you want to go and what you have to do to get there. Work at improving your skills and education; that's how you will get ahead. 'Hang on' to the materials from this course; they will help you in the years ahead."

8. "Remember, to get a job and keep a job, be yourself. But be your best self. The way you look and the way you act will affect how others see you. Unless you're going to be a hermit, the way they see you will affect how well you'make it' in your personal life and on the job. Your attitude is always showing.

   What job you work at will affect how happy you are with your life, how you look at yourself, and your entire lifestyle. Use a job to get a better job. If you want a certain job, but can't land it, go after a related job. It's a good way to get your foot in the door. There are over 24,000 different kinds of jobs. If you can't land that job right away, keep trying. There are a lot of young people having trouble getting jobs, you are not alone. But don't use that as an excuse to give up looking. Keep at it, following the things you've learned, and your chances of landing a job will go up."

E. Help students begin to plan the next few weeks or months.

1. For those students who are going to begin looking for a job, spend some time summarizing Units 3,5, and 6. The booklet "My Job Campaign" may be helpful. It is available in limited quantities at no charge. A teacher's manual is also available. You may request these by writing to: Shirley Alon, Open Doors/E.D.C., 200 Madison Avenue, New York, New York 10016. Have students develop a job search plan for themselves. Be sure they cover all the points listed in Unit 3 Lesson 8 concerning a job search strategy. Have them identify which local resources they will use what specific types of jobs thay will look for, and at which businesses they can apply.

   Encourage them to stay in touch with you and/or each other to help keep their spirits up and share job leads and experiences. You may want to formally schedule some follow-up meetings once every week or two for youths to share their frustrations, difficulties, and successes.

2. For those students who are not going to begin a job search immediately, you may wish to review Unit 2 and help them plan how they can further explore careers which interest them. You can also discuss how they can gain experience (volunteer and/or in school) which will make them more job ready. Remind them that these experiences can be added to their resumes or fact sheets.

F. Close the lesson with: "All through this course I've given you handouts designed to help you learn, and to give you feedback about yourself and the world of work. Now I've got a few final handouts to help _me_ learn, and to give _me_ feedback about myself and this course. These handouts ask you to rate different aspects of the course: what you liked or didn't like, what was helpful, and what would make it better. Please be honest and take some time with these forms so I can learn how to improve the course and its presentation. You do not have to put your names on the forms if you don't want to."

1. Distribute the "Your Opinion" handouts page 10-1-2 and 10-1-3.
2. Review the questions with the students and have them complete the evaluations.
3. Then distribute the "Overall Evaluation" handout, page 10-1-4. Again, review it and have students complete it.
4. Ask students to share some of their comments with the class. Encourage as much discussion as possible, and then collect the forms.

G. Say: "Good-bye."